

THE CATHOLIC EDUCATOR

CONTENTS

EDITORIAL

Chicago Welcomes the NCEA 411

Teach Us to Teach, O Lord 414

By Sister Mary Madeleine, S.S.N.D., College of Notre Dame, N. Charles St., Baltimore 10, Md.

The Exceptional Child Knocks at Our Doors 418

By Rev. William F. Jenks, C.S.S.R., Director, Department of Special Education, NCEA, Washington, D. C.

Preparing Seventh Graders for Mental Prayer 421

By Sister Mary Joseph, O.P., Dominican Sisters, 2448 18th Ave., Minneapolis 4, Minn.

Adolescents or Parents to Blame? 423

By Sister M. Michael, I.H.M., Ph.D., Dean, School of Education, Immaculate Heart College, Los Angeles, California

Story of a Marriage Forum 426

By Rev. William Richard Clark, O.P., Ph.D., Head, Department of Education, Providence College, Providence, Rhode Island

Opportunities for Careers in Science 429

By Alphonse R. Vonderahe, A.B., M.D., Medical College, University of Cincinnati, Cincinnati 19, Ohio

The Student Who Dislikes Study 431

By Rev. Mark Edwards, S.M., M.A., St. Mary Manor, Pennndel P. O., Pennsylvania

TEACHER TO TEACHER—In Brief

Let's Play Detective 433

By Miss Gay Rinaldi, 234 Vernon St., Brooklyn, N. Y.

Heaven—What Is It? 433

By Sister Fidelis of the Holy Spirit, D.W., 670 Bushwick Ave., Brooklyn, N. Y.

Children Demonstrate a Lesson—On the Holy Eucharist 434

By Sister Leo Gonzaga, S.C.L., 2601 Ridge Ave., Kansas City, Kansas

Economic Geography: Medium for Catholic Action 435

By Sister M. Sarah, O.S.F., 1640 E. Mound St., Columbus 5, Ohio

ANNUAL BOOK LIST

Christian Reading for a United World 438

By Eugene P. Willging, Director of Libraries, Catholic University of America, Washington, D. C.

Annotated List of Selected Books 440

Education	440	Philosophy	451
Religion	442	History	453
Contemporary Affairs	447	Social Sciences	456
Literature	449	Travel	457
Psychology and Christian		Science	458
Conduct of Life	452	Fiction	458

AUDIO-VISUAL EDUCATION

The Ideal Catholic Film Library 461

By Rev. William B. Rochford, St. Peter's Rectory, Kansas City 10, Missouri

AUDIO-VISUAL NEWS 467

INDEX TO ADVERTISERS 472

EDITOR

Rev. Monsignor Paul E. Campbell,
A.M., Litt.D., LL.D.

PUBLISHER

Joseph F. Wagner, Inc.
53 Park Place, New York 7

APRIL 1954
VOLUME XXIV, NO. 8

Authors are requested to send the editor postage and self-addressed envelope for return of manuscripts not accepted.

THE CATHOLIC EDUCATOR is published monthly except July and August by Joseph F. Wagner, Inc., at 53 Park Place, New York 7, New York. Re-entered as second class matter October 7, 1947, at the Post Office at New York, under the Act of March 3, 1879. Additional entry at Norwalk, Connecticut. The subscription price is \$3.50 per year; two years, \$6.50; three years, \$9.00; single copies, 50 cents. Orders for less than a half-year will be charged at the single copy rate. Postage is prepaid by the publisher in the United States. Postage is charged extra for Canada and Foreign Countries. Copyright 1954, by Joseph F. Wagner, Inc., N. Y. 7.

"What a Man!"

During the Renaissance, an age of geniuses, one figure towered high above all his contemporaries. His name was Leonardo da Vinci. The great Florentine, throwing tradition to the winds, revolutionized art by imparting perspective, depth and dimension to his canvases; and he developed an entirely new technique for giving play to light and shade without losing any essential of line and color. Had he bequeathed to posterity only two of his priceless paintings, *The Last Supper* and the *Mona Lisa*, he would still rank among the immortals. So accurate were his renditions of the human body that they are universally acclaimed, even today, by anatomists and medical men.

Yet, while da Vinci remains to this day a kind of patron saint to all artists, he himself did not regard painting as his dominant talent. His intellectual versatility knew no bounds. He was also an accomplished architect, engineer, inventor, sculptor, musician and natural philosopher. He originated the science of hydraulics and made significant contributions to meteorology. Generations ahead of his time, he even planned boats that could navigate under water and heavier-than-air vehicles that could fly! We may well say of this many-sided genius: "What a man!"

da Vinci's masterpieces of liturgical art, frequently imitated but never duplicated, amply demonstrate that he subscribed wholeheartedly to the age-old tradition that only the finest craftsmanship deserves a place in the Church. We like to feel that if he were alive today, and could examine some of the beautiful materials which Allen Silk Mills weaves for sacred vestments and altar draperies, he would exclaim: "What liturgical fabrics!" Like his own famous paintings, they are often imitated, but never duplicated. "The Liturgy Lives in the Weave."

"Buy American"



Trade Mark Reg.

ALLEN SILK MILLS
Liturgical Fabrics

Charles M. Muench, Executive Director

868 Sixth Avenue, New York 1, N. Y.

VESTMENT FABRICS

BANDINGS

DRAPERY FABRICS

EMBLEMS

Sold Exclusively through Church Goods Dealers

IN CANADA: ALLEN SILK MILLS (CANADA) LTD., 752 VICTORIA SQUARE, MONTREAL

If you are unable to purchase Allen Fabrics
in your community, write us at once.

Contributors to This Issue

Sister Mary Madeleine Doyle, S.S.N.D., M.A.

Sister Mary Madeleine concludes the article started in the March issue.

Rev. William F. Jenks, C.S.S.R.

Father Jenks, newly appointed head of the department of special education established by the N.C.E.A., needs no introduction to our readers. They will recall his several contributions on special education.

Sister Mary Joseph, O.P., M.A.

Sister Mary Joseph was introduced in our September 1953 issue. Herein she presents another aspect of a subject which she investigated while at Catholic University of America.

Sister M. Michael, I.H.M., Ph.D.

Sister Michael, dean of the school of education and professor of education at Immaculate Heart College, will be recalled for her past contributions. She presents material that offers ideas for addressing parents.

Rev. William R. Clark, O.P., Ph.D.

Father Clark has a background in sociology, having pursued studies at Catholic University of America (A.M. and Ph.D.). A member of the Governor's Commission on Vocational Education and also the Governor's Committee on Children and Youth, he has been teaching at Providence College since 1935, where he is chairman of the sociology section. Father has also taught in summer sessions at St. Mary of the Springs College, Columbus, Ohio, and at Aquinas College, Grand Rapids, Mich. He has memberships in both the American Sociological Society and the American Catholic Sociological Society. He has contributed to the *Holy Name Journal*, *Rosary Magazine*, *The Torch*, and *The St. Joseph Magazine*.

Alphonse R. Vonderahe, A.B., M.D.

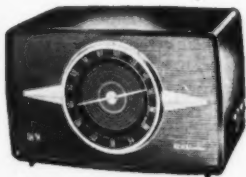
Doctor Vonderahe is associate professor of neuroanatomy at Medical College, University of Cincinnati, from which he obtained his medical degree after having graduated from Xavier University. His background leans heavily to teaching in his field and research. Associate editor since 1950 of *Neurology*, he has had his technical works published in many journals. In addition, he has contributed to the *NCEA Bulletin*, *American Ecclesiastical Review*, and the *New Scholasticism*.

Rev. Mark Edwards, S.M., M.A.

Father Edwards is on the faculty of St. Mary Manor High School and Junior College, teaching first and second year college Latin and English to Seniors in the High. He was educated at St. Mary's Manor and Marist College, Washington, D. C., and has an M.A. in Latin from Catholic University of America. He is completing further graduate work at Villanova University. In addition to his duties as dean of studies and registrar, he acts as dramatic coach and moderator of school publications.

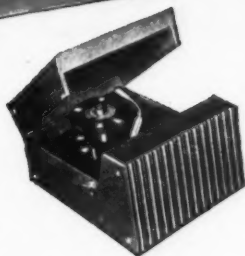
(Continued on page 469)

Experience proves RCA your best buy in Audio Visual Aids



RADIOS

- A complete line of AM and FM receivers, with the "Golden Throat" sound system, to meet the specific needs of schools.



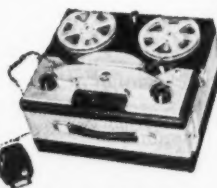
PHONOGRAPHS

- The finest three-speed and 45 rpm "Victrola" phonographs to satisfy all school record playing requirements.



TELEVISION

- VHF and UHF receivers up to 27" in size, with new "Rotomatic Tuning" and "Magic Monitor," for the best reception of educational programs.



TAPE RECORDER

- Featuring RCA "Push Button" operation. Any teacher can now make quality recordings. Easy to record—easy to play—easiest to use.



16mm. PROJECTORS

- Featuring simplicity of threading in the single case "400", Junior, the two case Senior, the Porto-Arc and the professional-quality magnetic recorder-projector.



SOUND SYSTEMS

- Quality RCA equipment for school needs in single and two channel school sound systems, amplifiers, microphones and intercommunication systems.



RADIO CORPORATION OF AMERICA

EDUCATIONAL SERVICES,

CAMDEN, N.J.

TMKS. ®

Mail Coupon NOW for complete information

EDUCATIONAL SERVICES, Dept. D27
Radio Corporation of America, Camden, N. J.

Please send additional information on the followings:

Name _____ (Print)

Address _____

City _____ Zone _____ State _____

At the N.C.E.A. Convention, Booth
#126, be sure to see . . .



THE CARDINAL NEWMAN EDITION of *Adventures* in LITERATURE

The Catholic Editors

Sister Marie Theresa, S.C.
Supervisor, Sisters of Charity
Mount St. Vincent, N. Y.

Brother Basilian Richard, F.S.C.
Principal, St. Peter's H. S. (Boys)
Staten Island, N. Y.

Sister Anna Mercedes, S.C.
Chairman, English Department
Cathedral High School, N. Y. C.

Reverend Leo F. Halpin
Chairman, English Department
Cardinal Hayes H. S., N. Y. C.

Catholic Editorial Advisers

Brother John Baptist Titzer, C.S.C., Supervisor, Holy Cross Brothers, Notre Dame, Indiana; Sister Mary Alexandra, S.C., Supervisor, Sisters of Charity, Convent Station, New Jersey; Sister Mary Eucharita, C.S.J., English Department, Sacred Heart High School, Newton Centre, Massachusetts; Sister Mary Patricia, C.S.J., Diocesan High School Supervisor, Cleveland, Ohio; Sister Madeleine Sophie, S.S.N.D., Chairman, English Department, Messmer High School, Milwaukee, Wisconsin.

Catholic and "catholic"

The Catholic editors based the Cardinal Newman Edition upon the largest-selling high school literature series—the 1952 (Mercury) edition of the ADVENTURES IN LITERATURE series. The Catholic editors made changes not only in many of the selections but also in the introductions, footnotes, questions following selections, reading lists, and glossaries; the end result is a series which is Catholic in its philosophy of literature and "catholic" in the range, variety, and broad appeal of its selections.

Modern and Classic

The Cardinal Newman Edition offers a truly wonderful balance of modern and classic selections, ranging from "Beowulf" to "The Barretts of Wimpole Street," from Jonathan Edwards to Bishop Fulton J. Sheen, from a section of "Jesuit Relations" to a section of Thomas Merton's "The Seven Storey Mountain," from Bret Harte to J. F. Powers, from Chaucer to Sister Mary Madeleva, from Cardinal Newman's Oxford to Richard Sullivan's Notre Dame.

Examination Copies

Examination copies of these newly-published literature texts will be sent on request. Please be sure to mention the high school year, or years, for which you wish to consider these texts. Address your request to Paul L. Millane, Manager, Catholic Text Department.

HARCOURT, BRACE AND COMPANY — 383 Madison Avenue, New York, 17, N. Y.

EDITORIAL

MONSIGNOR PAUL E. CAMPBELL, EDITOR

CHICAGO WELCOMES THE NCEA

THE NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION opens its fifty-first annual convention in Chicago, Monday April 19.¹ The Association comes to Chicago on the gracious invitation of His Eminence, Samuel Cardinal Stritch, Archbishop of Chicago. The deliberations continue for a period of four days, Monday through Thursday, April 19-22, 1954. The general theme chosen for the 1954 meeting is "Planning for our Educational Needs." The Right Reverend Monsignor Frederick Hochwalt, NCEA secretary-general, has announced that the Chicago convention is the concluding event in the Association's golden jubilee year of celebration. All meetings, unless otherwise stated in the official program, will be held in the Conrad Hilton Hotel. The exhibits will be located in the main exhibition hall and on the second and third floors of the Conrad Hilton Hotel. It is safe to predict that the number of delegates attending from all parts of the United States will exceed 10,000. This number will not tax the housing facilities of the great city of Chicago.

Cardinal Stritch is honorary chairman of the local committee. The general chairman is the Right Reverend Monsignor Daniel F. Cunningham, superintendent of schools in the archdiocese of Chicago. Serving with him on the committee are the Right Reverend Monsignor P. J. McGuire, the Right Reverend Monsignor J. A. Casey, the Reverend George Heimsath, the Reverend P. Loeffel, the Reverend I. Renklewski, the Reverend A. Terlecke, the Reverend Stanley C. Stoga, and the Reverend David C. Fullmer, associate superintendent.

We note a few other items of interest to delegates in attendance. Ample opportunity for the celebration of Mass will be provided in the Conrad Hilton Hotel, while the facilities of nearby churches will also be available to delegates. The convention headquarters and pressroom are located in rooms 8 and 9 respectively on the third floor of the Conrad Hilton Hotel. It is planned to serve luncheon in the various dining rooms of the hotel; special luncheon arrangements are provided for Sister delegates in the Boulevard Room. Those planning to attend may address all inquiries in regard to local arrangements to the Right Reverend Daniel F. Cunningham, 205 West-Wacker Drive, Chicago 6, Illinois.

Solemn Pontifical Mass in Holy Name Cathedral

A Solemn Pontifical Mass in the Cathedral of the Holy Name, North State Street and Superior, will open

¹The NCEA wishes to call to the attention of those who plan to be in Chicago for the 51st NCEA convention the fact that in 1954, and for that year only, the Association will depart from its traditional meeting days of Tuesday through Friday of Easter Week and will open the convention on Monday morning, April 19, and close at noon on Thursday.

the convention on Monday, April 19, at 10 A.M. The Association invites priest delegates to wear cassock and surplice for the Mass, and prelates to attend in their prelatical robes.

Ceremonies at 12:15 P.M. on Monday, April 19, in the main exhibition hall, will mark the formal opening of the exhibits of this 51st annual convention. Officials of the NCEA and of the Catholic Exhibitors Association will greet exhibitors and delegates at that time. Delegates will find the exhibits in three locations: the main exhibition hall in the lower lobby, the Normandie Lounge on the mezzanine, and the third floor adjoining the ballrooms. All of the booths are now assigned and the exhibit promises to be most interesting and informative. Every teacher visiting the convention will here find a display of materials and equipment of the highest service in the modern school. All registrants at the convention will receive an exhibit directory with the official program; they are urged to visit the exhibits frequently and systematically.

Cardinal Stritch to Address Delegates

His Excellency, the Most Reverend Edward F. Hoban, president general of the NCEA, is to preside at the civic reception in the grand ballroom of the Conrad Hilton Hotel at 2 P.M. on Monday, April 19. His Eminence, Samuel Cardinal Stritch, host to the convention, will here greet the delegates. With the Cardinal to welcome the delegates will be these prominent educators of the state of Illinois: Doctor Benjamin G. Willis, general superintendent of schools, Chicago; Mr. Noble J. Puffer, county superintendent of schools; and Mr. Vernon L. Nickell, superintendent of public instruction, State of Illinois. His Excellency, the Most Reverend Fulton J. Sheen, and Colonel Irene O. Galloway, commander of the Women's Army Corps, will deliver the keynote addresses at this opening general session.

DEPARTMENT PROGRAMS

Major Seminary Department

On Tuesday morning, April 20, these papers are scheduled for the major seminary department: "The Place and Importance of Patristics in the Major Seminary Curriculum," by the Reverend Frederic H. Chase, and "The Seminarian's Attitude Toward Study," by the Very Rev. Titus Cranny, S.A. In the Tuesday afternoon session, the Reverend Edmund J. Ryan, C.P.P.S., will present a paper on "An Objective Comprehensive Examination in Theology as an Advanced Test of the Graduate Record Examination," and the Very Reverend William J. Kenneally, C.M., follows

this with a paper on "Psychiatric Tests for Seminar-ians." The Wednesday morning session assigns "Apprenticeship for Deacons in Summer Vacation in a Parish Under Selected Pastors" to the Reverend James P. O'Hagan, and "Preparation of Teachers for High Schools" to the Reverend Pius J. Barth, O.F.M. At the joint luncheon of the major and minor seminary departments at noon on Wednesday, April 21, the Very Reverend G. H. Guyot, C.M., will speak on the "Immaculate Conception." The concluding session on Thursday morning, April 22, features an open forum discussion of seminary problems; this open forum has proved of great interest to all delegates in previous conventions. Here the rectors and superiors of seminaries have an opportunity to compare procedures and methods. Reports of committees and election of officers close the department's sessions.

Minor Seminary Department

The schedule of the opening departmental meeting on Tuesday morning, April 20, includes a paper on "Church Legislation on the Reading of Papers and Periodicals in the Minor Seminary Library," by the Reverend Edmund L. Binsfeld, C.P.P.S., and a paper on "Psychological Tests in the Screening of Candidates in the Minor Seminary," by the Reverend William C. Bier, S.J. Tuesday afternoon is devoted to a joint session with the vocations section of the department. The Right Reverend Msgr. Charles Giblin speaks on "What the Minor Seminary Expects of the Vocations Director," and a second paper takes up the subject, "What the Vocations Director Expects of the Minor Seminary."

On Wednesday morning, April 21, Mr. John E. Dobbin, Director, Cooperative Test Division of Educational Testing Service, Princeton, N. J., will act as resource consultant for a discussion on "A Testing and Norming Program for Minor Seminaries," and a paper will be given on "A Survey Course in College Mathematics for Minor Seminaries" by the Rev. Lawrence B. Walsh, C.M. The minor seminary delegates meet with those of the major seminary at the joint luncheon on Wednesday, as noted above. An open discussion of seminary problems marks the concluding session on Thursday morning, April 22. Committee reports and election of officers follow.

Vocations Section

The vocations section of the minor seminary department meets in joint session with the minor seminary delegates on Tuesday afternoon, April 20. A special meeting for Sister vocation directors is also scheduled for Tuesday afternoon, and a dinner meeting for diocesan vocations directors on Tuesday evening. The vocations section will hold its own separate meetings on Tuesday morning to discuss "The Theology of Religious Vocations" and "The Spiritual Guidance of Prospects"; on Wednesday afternoon to discuss "Vocation Literature, Publicity, and Public Relations" and

"Lay Organizations and their Help to the Cause of Vocations"; and on Thursday morning to take up the subject, "Winning the Parent." At the closing meeting the delegates of this new section hope to approve their projected constitution and to elect officers.

College and University Department

A plenary session of the college and university department on Tuesday morning, April 20, will address itself to these topics: "The Coming Needs of Catholic Higher Education," by the Reverend Edward J. Kammer, C.M., and "The Role of Catholic Higher Education in the Preparation of Teachers for Catholic Schools," by Sister Mary Emil, I.H.M. Luncheon meetings are scheduled for the Inter-American Affairs Committee and Kappa Gamma Pi at 12 noon on Tuesday. The afternoon session will hear the Very Reverend Francis L. Meade, C.M., give a report of the Committee on Faculty Welfare, and the Very Reverend Paul C. Reinert, S.J., reporting on the Committee on Accreditation and Related Topics.

At the close of these reports the department breaks into three sections: (1) Conference for presidents, who will discuss "Current Problems in Fund Raising," "Problems in Recruitment," "Preservation of the Catholic Character of our Institutions," "Student Attrition Rate at Catholic Colleges and Universities"; (2) Conference for deans, registrars, and admission officers, to discuss "Student Government," "Armed Forces," "Enrollment Trends," "Improvement of College Teaching," "Probation," "Funds and Foundations," and "The Lay Teacher"; (3) Meeting for teachers of sacred doctrine, who will hear a paper on "The Origin, Development, and Purposes of the Society of College Teachers of Sacred Doctrine," by the Reverend Cyril Vollert, S.J. An open discussion will follow.

Teacher Education Section

The section on teacher education will meet Wednesday morning at 9 o'clock. Under discussion will be "The Liberal Education of the Christian Teacher." This general topic is broken down into these four papers: "The Wisdom which the Elementary School Teacher Needs," by the Reverend Benedict Ashley, O.P.; "Liberal Arts: The Tools of the Teacher," (speaker to be announced); "Professional Education for the Liberally Educated Teacher," by Sister M. Cleophas, R.S.M.; and "The Impact of Liberal Education on the Elementary School Curriculum," by Sister M. Nona, O.P. A second topic, "Catholic Teacher Training Institutions and the AACTE, the NCTEPS, and the NCATE," will be discussed by Sister M. Augustine, O.S.F. Reports and election of officers follow.

Committee reports occupy the attention of a plenary session of the department on Wednesday afternoon: on Membership, by the Reverend James F. Whelan, S.J.; on Graduate Study, by the Reverend Robert J. Henle, S.J.; and on Nursing Education, by Sister M. Emmanuel, O.S.F. A general meeting follows under the

auspices of the Committee on Graduate Study turning its attention to "The Function of the College In Forming Prospective Graduate Students," by the Reverend John A. Kemp, S.J.; and "Scholarships, Fellowships, and Other Opportunities for the Prospective Graduate Student: 'Survey of the Available Opportunities,' by the Reverend Franklin Ewing, S.J., and 'How the Undergraduate College Can bring these Opportunities to the Student,'" by Dean J. B. Dwyer, S.J. Next in order is a panel on the Cooperative Study for Catholic Women's Colleges, at which a report of progress will be presented.

There will be a special meeting of the college and university department with the American Catholic Philosophical Association on Wednesday evening, April 21, at 8:15, treating of the topic "Application of the Philosophy of Education." Speakers are the Very Reverend Michael J. McKeough, O.Praem., and the Reverend Leo R. Ward, C.S.C. The Right Reverend C. E. Elwell will act as chairman and moderator.

A panel on "Coeducation and the Education of Women" and election of officers will occupy the concluding session of the department on Thursday morning, April 22. Members of the panel are: Bernard J. Kohlbrenner, moderator; Sister Angela Elizabeth, S.N.D.; Reverend John M. Hynes, S.J.; Sister Margaret Gertrude, S.C.N.; Very Reverend M. J. McKeough, O.Praem.; Sister Catherine Dorothea, S.N.D.; and Reverend Charles C. Miltner, C.S.C.

Secondary School Department

First in the order of business in the secondary school department is the plenary session on Tuesday morning, April 20. His Excellency, the Most Reverend Leo A. Pursley addresses the assembled delegates on "The Marian Year, Commemorating the Centenary of the Proclamation of the Dogma of the Immaculate Conception." Subsequently, the Reverend Alfred F. Horrigan will speak on "The Discourse of Pope Pius XII to the Youth of the World."

On Tuesday afternoon the department divides into three sections: (1) "Needs in the Teaching of Religion," with an address by the Right Reverend Monsignor Raymond J. O'Brien on "Functional Religion, the Task of the Catholic High School"; and an address by the Reverend Edward J. Duncan on "The Carry-over of Our Religion Teaching"; (2) "Needs in Curriculum Adjustment for the Bright and the Slow," with an address by Brother Louis J. Faerber, S.M., on "How to Teach the Slow Learner," by Sister Mary Nila, O.S.F., on "Remedial Reading for the Slow Learner," by Miss Mary G. Luson on "How to Teach the Bright Pupil," and by Sister Mary Noreen, S.S.N.D., on "Guiding the Reading Program of the Bright Pupil"; (3) "Needs for Testing," with "A Typical High School Testing Program," by Miss Anna Dragositz, and a presentation by Mr. Lyle M. Spencer.

The Wednesday morning session, April 21, will divide into three sections: (1) "Needs of Administrators,"

presenting Brother Elmo Bradsby, C.S.C., on "Developing an Adequate Guidance Program"; Mr. Timothy Galvin on "Public Relations"; (2) "Needs of Teachers," with Doctor Urban H. Fleege, on "Teacher Education and Professional Standards," Sister M. Michael, I.H.M., on "Teacher Training Education as Related to Needs of Teachers," and Brother Theodore Hoeffken, S.M., on "The Community Supervisor Looks at Religious Teacher Training with Reference to TEPS and State Certification"; (3) "Needs of Pupils," presenting the Reverend Louis Putz, C.S.C., on "The Need for Developing in the Pupil an Awareness of his Role in the Mystical Body of Christ," Brother Gilroy, C.F.X., on "Needs for Counseling and Guidance to Develop This Awareness," Sister M. Hildegardis, C.S.C., on "Need for Curriculum Changes to Develop This Awareness," and Brother Albertus Smith, C.S.C., on "Need for Integrating the Co-curricular Activities to Develop This Awareness."

The Reverend John A. O'Brien will address the closing session of the department on Thursday morning, April 22. His subject is "Catholic Secondary Education and the Fulfillment of the Church's Needs." Reports of committees and the election of officers follow.

Elementary School Department

His Excellency, the Most Reverend John J. Wright, Bishop of Worcester, will open the plenary meeting of the elementary school department on Tuesday morning, April 20, with an address on "Mary, the Mother of God." The presence of this able speaker assures a full attendance. Second in the order of business is a discussion of the topic, "Evaluation of the Primary Unit—An Approach to Ability Grouping." Speaking to the topic will be Sister M. Teresita, S.S.N.D., and Sister M. Marguerite, S.N.D.

On Wednesday morning, April 21, the department divides into three sections: (1) "Need and Value of Guidance," by Sister M. Bertrande, and "Means for Developing Christian Character," by Sister M. Romana, O.S.F.; (2) "The Functional Value of the Report Card," by Brother Columban, F.S.C., "New Uses of the Report Card," by the Reverend Jerome V. MacEachin, and a general discussion of "Value of Parent Conferences"; (3) This is the kindergarten section; these three papers will be presented: "The Role of the Secular Teacher in the Catholic Kindergarten," by Miss Mae T. Kilcullen, "The Philosophy of the Kindergarten," by Sister Mary Felita, C.S.M., and "Behavior is Caused," by Sister Ann, C.S.J.

Sectional Meetings on Wednesday

Again on Wednesday afternoon the department divides into three sectional meetings: (1) "Need for Recruiting Lay Teachers," by the Right Reverend Monsignor Henry M. Hald, "Preparing the Lay Teacher," by the Right Reverend Monsignor Sylvester Holbel, and "Work of Lay Teachers Guilds," by Mrs. James

(Continued on page 436)

TEACH US TO TEACH, O Lord*

The Method

A CURSORY VIEW OF THE TEACHING METHODS OF Christ will show that the twentieth century has produced nothing new in the manner of classroom presentation. The only addition is an imposing terminology on the science of teaching. Perhaps in addition to this terminology we may boast of stream-lined equipment, but no one with teaching experience would be brash enough to say that equipment supersedes resourceful method in effective teaching. It has recently been reported that the ABC's have been rediscovered in primary schools. So too, with induction, audio-visual aids, and the basic principles of many other so-called modern methods. They have merely been rediscovered.

Teaching Inductively

Much of Christ's teaching was done inductively, that is, He led His disciples' reasoning from particular examples to the formulation of the statement of the truth which He wished to present. Undoubtedly He used deduction, too, particularly when the matter at hand was too much for them to reason, as in the case of His first mention of the Holy Eucharist. He may have been using deduction when He pointed out in the Old Testament the prophecies concerning His own passion and death.

And beginning then with Moses and with all the prophets, he interpreted to them in all the Scriptures the things referring to himself (Luke 24, 27).

But for the most part anything that was within the reasoning power of His disciples was presented inductively.

Only after the Paraclete had descended upon them and enlightened their intellects were they ready to dispense with step-by-step reasoning about the truths of Christianity. Most of our students are not divinely enlightened. Therefore, we are required from time to time to check their comprehension as did Christ who asked, "Have you understood all these things?" (Matt. 13, 51).

Often He began His inductive presentation with a question. For example, when He wished to establish His divinity He asked:

Who do men say the Son of God is? (Matt. 16, 13).

*This is the second and concluding part of an article begun in the March 1954 issue.

There came various answers from the group. They named John the Baptist, Elias, Jeremias, and some of the other prophets. They probably reasoned and argued among themselves about the possibility or improbability of the correctness of these responses. Quite likely our Lord let the discussion go on for a few minutes in order to help clarify their thinking, so that by the process of elimination they would be able to draw the correct conclusion. Then He asked:

But who do you say that I am? (Matt. 16, 15).

and the logical Peter broke out with:

Thou art Christ, the Son of the living God.

Value of Analogy

On another occasion someone asked, "Who is my neighbor?" If Christ had not been a good teacher He might have defined the word "neighbor" and let it go at that, but being the thorough teacher that He was He told a story that not only led to an inductive conclusion but which had the challenge of a good story and the pedagogical value of analogy. It was the story of a traveller who after being robbed and wounded was left half dead on the road. Several other travellers passed by and paid no attention to his distress, but finally a despised Samaritan came along and ministered most generously to him. On finishing the story our Lord asked:

Which of these three, in thy opinion, proved himself neighbor to him who fell among the robbers? (Luke 10, 36).

The inductive conclusion was inevitable.

Induced Right Answer

It was in a similar manner that Simon, the pharisee, who had invited Jesus to his home for dinner, and who had grossly failed in the requirements of courtesy, received a subtle inductive lesson on true courtesy, which is love. Reading Simon's unkind judgment of Him for accepting Mary Magdalen's loving ministrations, the Master called Simon aside:

"Simon, I have something to say to thee." But he said, "Master, speak." "A certain money-lender had two debtors; the one owned five hundred denarii, and the other fifty. And as they had no means of paying, he forgave them both. Which of them, therefore, will love him more?" (Luke 7, 40-42).

Simon, uneasily acknowledging that he was cornered, answered:

"He, I suppose, to whom he forgave more."

What a gift to be able to induce the right answer with such an economy of words!

Many more of the parables were presented inductively, stirring the listeners to anticipate the divine truths. The three Evangelists who record the parable of the sower and the seed are particularly struck by the fact that Christ ended the story without drawing a conclusion or pointing out an analogy. He did not even plan a question which would lead the class to a conclusion. All of the recorders of this incident note that the apostles took Christ aside and asked Him for the point of the story, and only when they proved that they could not draw the conclusion, did He give them the answer, explaining that the seed which fell upon the rock is the word of God falling upon one kind of soul and so on (Mark 4, 14-20).

Homogenous Grouping

In regard to this parable there is a direct remark concerning homogenous grouping—a device modern in name only. The apostles, as we have seen, were unable to draw a conclusion from the parable. They reasoned among themselves and then with Jesus that if they could not figure it out, how could a multitude be expected to get anything out of it?

And his disciples came and said to him: why dost thou speak to them in parables? (Matt. 13, 10).

And though the "A" group was still quite slow, He told them clearly that more was expected of them; that they had to work up to the intellectual requirements of their job; that they were to become the leaders of the multitude; in other words, that He was deliberately grouping them according to their level:

And he said to them: "To you it is given to know the mystery of the kingdom of God, but to those outside, all things are treated in parables" (Mark 4, 11).

At the conclusion of another parable Peter showed a consciousness of Christ's gradation of instruction when he asked:

Lord, art thou speaking this parable for us or for all alike? (Luke 12, 41).

Treatment of Unwilling

There was only one group which our Lord considered incapable of learning anything. This was not composed of the intellectually slow, but of the unwilling. Those who are unwilling to learn or to be convinced of truth are always the greatest problems in a classroom. It is recorded of the people in His own home town:

And because of their unbelief, he did not work many miracles there (Matt. 13, 58).

Saint Matthew says that He did not work "many" miracles there, which indicates that He must have given even the unwilling some chance to change their will, but He did not sacrifice to them the precious time that could better be employed with the willing.

Visual Examples

When Christ was asked by His disciples, "Who then is greatest in the kingdom of heaven?" (Matt. 18, 1). He looked around and picked up the nearest visual aid. It happened to be a little child. He had the disciples observe the child's innocence and simplicity, and with the visual example still before them He said:

Amen I say to you, unless you turn and become like little children, you will not enter into the kingdom of heaven.

The parables abound in illustrations which were the perfect Teacher's manner of using the material at hand. Included in His illustrative material are the lilies of the field, the birds of the air, mustard seed, fig trees, patches on worn garments, new wine in old containers, foxes, camels, fatted calves, straying sheep, vineyards, a coin with Caesar's image on it, and numerous other things which were visible to the listeners of His sermons. Any well-seasoned teacher knows the effectiveness of using the most natural devices at hand.

For example, a foreign language class is most likely to remember the vocabulary and idioms concerning the conditions of the weather, if the terminology is presented during a noticeable change in the weather. A teacher who has let unit planning become an end rather than a means to an end may argue that the thunder storm which is now raging does not fit into her present unit which is about a trip to South America, and that the storm will just have to wait until she gets to the unit which covers storms.

When to Ignore a Question

Another difficult problem which Christ helps the teacher solve is when to answer and when to ignore a student's question. Sometimes the student would profit by doing a little research for himself or by digging up something that he has already been taught and applying it rather than by asking for the answer to be served him on a silver platter. There are times when a question is asked in order to expose what the student believes to be a conflict with a statement made by another teacher. Though such inquiry, when sincere, is laudable we know the tingle of suspense that gets into the air at such moments. Christ answered such questions by asking another:

And behold a certain lawyer got up to test him saying, "Master what must I do to gain eternal life?" But he said to him, "What is written in the law? How dost thou read?" (Luke 10, 25-26).

On another occasion

Some Pharisees coming up asked him, testing him,

"Is it lawful for a man to put away his wife?" But he answered and said to them: "What did Moses command you?" (Mark 10, 2-3).

Answer to Disarm Insincerity

Christ was not edging around the issue. He knew the spirit in which these questions were proposed, and His counter-questions always unveiled the true intention of the questioner. If He did give an answer it had the power of disarming insincerity. The Pharisees and Herodians putting their heads together to catch Him in contradictory teaching asked Him what He thought about paying tribute to Caesar. Using one of Caesar's own coins as a visual aid he asked them whose image and inscription they saw on the coin. They confidently replied that it was Caesar's and probably thought that this was just Christ's way of stalling for time. But they had imperceptibly fallen into their own trap. They had answered their own question, and if they did not realize it He drove it home with:

"Render, therefore, to Caesar the things that are Caesar's and to God the things that are God's" (Matt. 22, 21).

We are compelled to observe that though these responses had the effect of putting the unruly in their places, they never smacked of sarcasm, and, too, that a question posed with frankness and sincerity always received a courteous, patient response even though the question may have seemed like a stupid one. When the apostles asked the meaning of a very obvious parable, their patient Teacher went back over the parable and sifted out the meaning for them.

When the rich young man wanted to know how to be saved, our Lord knowing his sincerity did not chide him about a question the answer of which every Jew had on the tip of his tongue, "Keep the commandments." More than that, Christ even enumerated some of the commandments for him. It was only when the young man announced that he knew all of that but that he wanted further advice, that it became clear to the listeners that the question was not so stupid after all.

Lesson Plan Mistaken for End

It often happens in so-called teacher training schools that lesson planning becomes such a technique and so highly scientific that it is an end rather than a means. The products of this type of training after having been veneered with high-sounding courses in education, when eventually deposited in a classroom and left to the mercy of their own resources and that of the other occupants of the classroom, either appeal to common sense or flee to a saner way of earning a livelihood. There is nothing new about lesson planning except the complexity in which the twentieth century has enmeshed it.

Some very up-to-date lesson plans can be found in the gospels. The conversion of the Samaritan woman at the well of Jacob is recorded by Saint John as a thoroughly planned lesson. The convert herself seemed

to have been as much impressed by Christ's expert approach as by His inspiring person, for who but herself could have reported Christ's step-by-step revelation, since no other witnesses were present during the greater part of the incident? It is profitable for teachers to take this flawless lesson apart and put it together again.

Plans Begin with the Purpose

In general our plans begin with the object or purpose of the lesson; then follows the known related material on which the unknown is to be based so that there will be a logical connection and a solid stepping stone; then the presentation of the new material, and finally some exercise with the new facts so as to fix them in the experience of the learner. Common sense calls for variation of this plan particularly in a "skill" subject and when a rule is to be formulated, but in general the scheme is always the same.

The object of the tireless Teacher who sat by the well was to impart to the strange woman who came to draw water that

God is spirit; and they who worship him, must worship him in spirit and in truth (John 4, 24).

What a vast concept to convey in so short a time to one who was living an entirely worldly life! Most of us find it a frightening task to teach any kind of abstract values to one whose sense of values has been trained only for the concrete. Even Christ found the material-minded hard to teach, for He had to say to Nicodemus:

"If I have spoken of earthly things to you, and you believe not, how will you believe if I speak to you of heavenly things?" (John 3, 12).

And now He wishes to convey the abstraction that one does not sufficiently adore God by going at special times to make offerings to Him, but that His children must worship Him by their lives; they must "adore Him in spirit and in truth." It was a large portion of theology to serve in one lesson to a woman whose love for material possession was supported by five admirers.

Beginning with the Concrete

Christ's masterful approach began with the purely concrete:

"Give me to drink" (John 4, 7).

It was simple and matter-of-fact, but sufficiently lacking in what was then conventional to challenge the woman's curiosity and lead her into a mood for reasoning. Not being bashful, she remarked that Jews do not speak with Samaritans, much less do they ask favors of them. Now the Teacher and the student were off to a good start. The material so far was within the woman's grasp: social relationship between Jews and Samaritans as well as the familiar daily chore of drawing water from a well. Since her attention was fixed, the Teacher could risk a quick view of the abstract while still holding on to the concrete:

"If thou didst but know the gift of God, and who it is that says to thee, 'Give me to drink,' thou, perhaps, wouldst have asked of him and he would have given thee living water."

He must have given her a moment to reflect on this leap beyond space, for it was too soon to expect her to grasp the spiritual sense of His remark. Her reply showed that she was still trying to fit His statement into her material set of values. Where and how could He have water since He had no container? Besides, she thought, the well was so deep that one could not even reach into it to get a handful of water.

Link Unknown to Known

Jesus then showed us how to make a masterful link between the known and the unknown, between the concrete and the abstract, between the material and the spiritual—all by such a common need as a drink of water.

"Everyone who drinks of this water will thirst again. He, however, who drinks of the water I will give him shall never thirst; but the water I will give him shall become in him a fountain of water, springing up unto life everlasting."

The poor woman was not yet capable of fully comprehending the statement, but the idea of having a supply of water without making the tiresome trip to the well appealed to her. If there had not been some appeal to her daily life she would probably at this point have given the poetic Stranger a drink from her vessel and left Him alone with His odd remarks about living water. She decided to make another try:

"Sire, give me this water that I may not thirst or come here to draw."

She was not very alert, but she was at least receptive. She was teachable because she had the desire to learn, but there was an obstacle to be removed before she would be ready for a full understanding or for a drink of the living water. She would have to limit her wordliness.

Made Ready for Transfer

The subject was approached by Christ with a gentle and gentlemanly delicacy. He did not accuse her of adultery, but He opened the way for an easy confession of it. His response to her request for some of this living water was that she should call her husband, and she frankly replied that she had no husband. And Christ, who "had no need that any should bear witness concerning man, for he himself knew what was in man" (John 2, 25), revealed to her that He knew what kind of life she was living. He knew the exact number of men who had supported her. This was without sarcasm or bitterness of reproach. Such a jolt helped the new ideas to settle into the proper places in her mind. She was ready for a transfer to a spiritual line of thought:

"Sire, I see that thou art a prophet."

Climax of Lesson

There was no need to talk more of a drink of water. It was the woman herself who brought up the subject of where the Samaritans adored God and where the Jews adored Him. Now was the crucial moment. Here was the climax of the lesson, the point at which the very purpose of the lesson was reached, namely that *where* one adores God is less important than *how* one adores Him; that those who truly love God are permeated with His love and let this love govern their conduct.

... the true worshippers will worship the Father in spirit and in truth. For the Father also seeks such to worship him.

No Impression without Expression

Now that the conclusion had been drawn, Christ demonstrated the sound old adage, "no impression without expression," but first He resorted to the equally sound pedagogical precept of repetition. He repeated the profound statement in the very same words, prefixing it with the phrase "God is spirit," which is a very logical reason why He should be adored in spirit.

"God is spirit; and they who worship him must worship him in spirit and in truth."

Ideas which had been latent in the woman's mind were coming to the foreground. She knew that a Messiah was to come and that He would clarify everything. She expressed this belief which had only just now become meaningful to her. Christ said very simply:

"I who speak with thee am he."

Pupil Knows Assignment

The Samaritan student understood and was so enthusiastic that it was not necessary for the Teacher to tell her the assignment. She knew what her homework was to be, and in her eagerness to get started on it she rushed away and left her water jug behind. She must have made a very determined adjustment of her relationship with the men of her town, otherwise she could not have accomplished such an effective apostolate among her neighbors.

Now many of the Samaritans of that town believed in him because the word of the woman who bore witness.

As we examine the unlikely subject which Jesus chose for a model lesson, and note the remarkable progress of the woman at her assignment, we cannot do less than imitate the ageless lesson plan and pray for a spark of the divine patience and common sense in presenting it.

Conclusion

What has preceded is only a faint glimmer of what the teacher can learn from the *New Testament* about her profession and its techniques. If she would make it her pocket manual she could safely leave in moth balls all

(Continued on page 428)

THE EXCEPTIONAL CHILD

Knocks at Our Doors

AS A NATION, WE ARE GROWING YOUNGER faster than we are growing older. In the United States we never had so many children as we have today—48,000,000 children under the age of 18. At the current birth rate we shall have approximately 4,000,000 babies born each year. In the past ten years the population over 65 increased 37 per cent, while the population under five increased 55 per cent. As our population grows, so the number of exceptional children increases. Although the total population of public elementary and secondary day schools in the United States actually decreased 7 per cent between 1940 and 1947, yet in the same period of time the total number of exceptional children in special schools and classes increased by more than 20 per cent.

A Look at Statistics

Five million children or 12.4 per cent of all children of school age today are either mentally or physically handicapped. There has been an increase of 47 per cent in blindness among American children in one seven-year test period, between the years 1943 and 1950. 95 per cent of the blindness among school children takes place before their first birthday. This blindness among children is due to the alarming spread of retrolental fibroplasia—a sight-robbing disease that attacks premature babies of low birth weight. It causes an inflammation of the retina—the photographic film of the eye. Detachment of the retina and scarring generally results, and can produce total blindness by the age of four months. This dreadful disease, unknown ten years ago, has increased 62 per cent between 1943 and 1950.

Since the turn of the century the concept of the function of education has broadened. The school today has a duty to provide an education for all of God's children. This includes the responsibility for mentally and physically handicapped children as well as the so-called normal child and also the emotionally disturbed and socially maladjusted child. Services and facilities for exceptional children will certainly be expanded further in the elementary and secondary schools during the next few decades. The mental testing program with its emphasis on individual differences, discoveries in medical science, and many other factors have made the care and education of the physically and mentally limited children a problem that must be faced and solved.

Exceptional Equated with Atypical

The term "exceptional child" is frequently misunderstood both by parents and educators. Often in the public mind this term means the "gifted child." Actually the professional meaning of the word "exceptional" includes a wide variety of problems and many different groups of children. A synonymous term would be the "atypical child." The White House Conference on Child Health and Protection defines exceptional children as follows: "The term exceptional children includes both the handicapped and the gifted, or children who deviate from the average child to such an extent as to require treatment or training in order to make the most of their possibilities. It includes the blind and the partially seeing; the deaf and the hard of hearing; those defective in speech; children with lowered vitality; the mentally retarded; children with behavior problems—the nervous, the emotionally unstable, the delinquent, and the gifted."

Our present day concepts of the dignity and worth of the individual and the right of the handicapped child to an education present quite a contrast to the treatment these same individuals would have received in bygone days. As Dr. Armstrong remarks: "(1) At each successive level of educational advancement, everyone has an inherent right to educational opportunities consistent with his individual needs and his ability to become a productive citizen. (2) Education is essential to the survival of personal freedom and to the maintenance of national prosperity. (3) Education in the United States is the responsibility of the people, and its legal control is the responsibility of the State and local school authorities, not the Federal Government."

Three Kinds of Programs

There are three kinds of programs in vogue in the education of the atypical child in our schools.

(1) *Cooperative.* The child carries on part of his program in the regular classroom but receives help and/or equipment and instruction.

(2) *Segregated.* The child carries on his educational program in a special classroom.

¹Dr. W. Earl Armstrong, Chief of Teacher Education, to the 16th International Conference on Public Education at Geneva, Switzerland, *School Life*, October 1953.

(3) *Integrated*. In which, because of an isolated position in a rural area, the child participates in regular classroom activities and is served by a visiting teacher.

Best Kept in Regular Class Group

Wherever possible, pupils should be kept in the regular class groups. Emerging concepts of child growth and development alert us to the child's need to think of himself and to have adults think of him first as a child with all the capacities, needs, and interests of other children. He also needs to learn to live and to work with all kinds of people and should not be limited to one group of children, all of whom have his particular difficulty. We recommend that the mentally and physically handicapped child and also the gifted child associate as much as possible with the normal child. They should as far as possible be educated in the same school building as normal children. The housing of various groups of handicapped children in the same building, and allowing them to associate with only handicapped children is not looked upon with favor today.

In organizing a program of special education, we must keep a balance between the interests of the pupils who need the special services and the interests of the majority of the pupils. Never place a child in a special group if that child can receive as good or better training with a normal group, unless the detriment to the interests of the group outweigh the benefit derived by the individual.

Not in Hands of Agencies Not Educational

The tendency today is to place all the educational institutions in the various states under the State department of education. The old historical concept of our State schools for truants and delinquents—that they are penal rather than educational—has kept these schools outside the jurisdiction of the State departments of education. For other reasons, some State schools for the blind and the deaf are not under the State department of education. We also find that the special education programs have been under various State departments; namely, Education; Health; Mental Hygiene; Public Welfare. However, major educational functions should not be placed in the hands of agencies whose primary concerns are other than educational.

Lack of Surveys

The education of the exceptional child in the Catholic day and residential schools throughout the country is now the concern of the newly established department of special education of the National Catholic Education Association. The need for work for the exceptional child of Catholic parents in our parochial schools has been admitted for some time. The unfortunate feature of our special education work in Catholic circles is that surveys have not been made to show the results of programs already inaugurated in this field in many dioceses.

The United States Office of Education estimates that from four to five million children between the ages of

five and nineteen are so exceptional that school adjustments are necessary if they are to make optimum progress. Some of these children need special classes; others need special attention in the regular classroom; some require special schools or an adjustment of the curriculum; while all need trained, certified teachers fulfilling the requirements of their respective State departments of special education.

Of the exceptional children in the country, 90 per cent lack the necessary facilities for their education, and over 100,000 trained teachers are needed. We do not have enough Catholic institutions to accommodate the large number of handicapped Catholic children, and secular institutions have long waiting lists. The only solution to the problem is to open the doors of our parochial schools; train our present teaching staff and give instruction to the parents of these atypical children.

Since handicapping conditions have no respect for race, color, or creed, Catholics have their percentage of exceptional children. In the book entitled: *These Young Lives*, an official review of Catholic education in the United States, Don Sharkey says that much more remains to be done in the field of special education.

Focus Rather on Abilities

We must focus our attention on the child's abilities rather than on his disabilities. We must consider the whole child. The exceptional child is first and foremost a child, and his place, as that of all children, is with his family and with his community. Secondly, he is a child who deviates from the normal in some degree or other. Too frequently the handicap is the facet of the child's life by which he becomes known to his teachers. We hear a child referred to as "that deaf boy" or "that crippled girl" or "that mentally retarded girl." A crippled leg, however, does not mean a crippled brain, a crippled emotional life, or a crippled point of view. These latter aspects of a child's life become crippled in direct ratio to the extent to which society impresses its own bias, prejudice, and narrow-mindedness upon the child.

The impact of the handicap upon the Catholic exceptional child will have less emotional and psychological reactions upon him than the refusal to admit him to his parochial school simply because of some physical or mental limitation. If Catholic educators do not discriminate on account of race or color; why should they exclude a child and put him in a distinct class simply because he has some physical or mental limitation?

Adapting Oneself to All Circumstances

Our Holy Father, Pope Pius XII, in an address at the centenary of St. Joseph's College in Rome, as reported by the *NCWC*, said: "The art of teaching is the art of adapting oneself to all the circumstances, time, place and rhythm of the general progress of humanity. . . . In many respects the art of education is likewise the part of adapting oneself to the age, temperament, character, capacity, needs and just aspirations of the students."

If we are to provide a parochial school education for "all of God's children" and "have every Catholic child in a Catholic school," our teaching nuns and Brothers must take an interest in the field of special education and be trained to care for the individual differences that exist among children. Our parochial school curriculum is planned for the normal child, and since the exceptional child cannot adapt himself to the curriculum, we must adapt the curriculum to him. For educational reasons, the blind, the deaf, the cerebral palsied, and the mentally retarded need special school programs, since different methods of instruction by a certified trained teacher are necessary. These children can participate in many of the regular school programs with the normal children. For physical reasons, the under-vitalized child, the cardiac, the epileptic, and the orthopedic cases need special programs, but even these children can participate in some of the regular grade activities.

In schools where special services and special classes are provided for exceptional children, the normal pupils have the benefit of more of the teacher's time. In our parochial schools where we have such large classes, a teacher would have to be trained in lip reading, speech correction, in sight saving technique, beside making provision for the slow learning children. An exceptional child is more segregated by keeping him in a class with normal children, where he is embarrassed and frustrated, than if he were in a special class. A special class pupil should associate as much as possible with the normal pupils in the school, and be returned to his regular class as soon as possible.

Part of Total Education

Educators must realize that education for the exceptional child is a part of total education. As children, these young people are as essential a part of the total school plan as is any child in the community. There is no special method of teaching reading to the child with poliomyelitis. There is no special method of teaching arithmetic to the cardiac which is not applicable to other children. Social studies and language arts for the child with a club foot are the same as those for the child not so characterized. Therefore, the children should be integrated wherever possible into the regular educational stream of the school system.

As we survey the field, we find that we have only three Catholic schools for the blind—all East of the Mississippi—caring for 99 Catholic blind children, while over 952 Catholic blind children are in State institutions, where in some instances they have very little opportunity to practice their faith. The solution to the problem of educating our Catholic blind children is not to build more institutions where the expense of keeping a child for a year would be \$1,800, but to integrate these blind children into our parochial school system, where the expense would be much less. Chicago, Milwaukee, Pittsburgh, and other cities have day classes for blind and partially seeing children.

Trend Away from Institutional Life

Many educators feel that the blind child should live at home with his parents and brothers and sisters, and should attend his parochial school with his sighted companions and playmates. The trend today is away from the institutional form of life, and the gradual growth of day-school classes for the blind child. When the numbers demand it, a special braille class can be set up in a centrally-located parochial school, for all the blind children in that area.

The summer course at the Catholic University trains a group of teachers who teach their regular class and care for children with partial vision or 20/70 vision. These children are unable to read small print and must have textbooks in large 18 or 24 point type. They are integrated into the regular classroom and require a trained teacher to supervise their classroom work and to prevent them from engaging in close eye work. We now have four special classes of partially seeing children in the parochial school system in the country. Many of our trained nuns have taken these partially seeing children into their regular classes. There are over six and one-half million children of school age in the country with visual difficulties. These children are discovered through a vision test. The Snellen Chart, the Keystone Telebinocular Machine, and the Massachusetts Vision Test are three of the more popular vision screening devices. The summer course at the Catholic University trains teachers in methods of teaching blind pupils: in reading and writing braille; vision testing; besides courses in psychology of the physically handicapped, vocational adjustment, and the like.

Yearly Workshops at Catholic University

In order to meet the demands for action in this field, a workshop on special education of the exceptional child is held each year at the Catholic University in Washington, D. C. Lectures and discussions are held on the mentally retarded; the speech defective; the blind and the partially seeing; the socially maladjusted; the orthopedically crippled; the cerebral palsied, together with lectures on remedial reading; arts and crafts; tests and measurements, and the like.

Over 750,000 children in the country have auditory difficulties, and each school should have not only vision tests, but also yearly audiometric tests. We have nine Catholic schools for the deaf—all East of the Mississippi. We are now beginning to establish special classes for the deaf in our parochial schools in Chicago and St. Augustine. The hard of hearing child can attend the regular class provided the classroom has proper lighting, and the teacher is trained in lip reading, speech correction, and auditory training, as well as in the problems and methods of hearing rehabilitation. Remedial techniques in reading and language are also essential.

Definition of Deaf and Hard of Hearing

The term "deaf" is generally applied to those who

(Continued on page 430)

BY SISTER JOSEPH MARY, O.P.

Dominican Sisters, 2448-18th Ave., Minneapolis, Minn.

Preparing Seventh Graders for

MENTAL PRAYER

DURING THE PAST TWENTY-FIVE YEARS, journals and reviews of religious education have contained many articles concerning the teaching of mental prayer to elementary school pupils. The dominant aim of the authors of these articles has been to show the need for deepening the spirituality of children. They see mental prayer, which "fills the mind with God and the things of God with application to our lives,"¹ as an answer to that need. Some writers emphasize the possibility of carrying out a directed program of mental prayer with students. Monsignor George Johnson, outstanding Catholic educator of his day, wrote many articles pertinent to this subject. He himself taught mental prayer to the children at the Campus School of the Catholic University of America in Washington, D. C.

He stated in one periodical, "On the principle that the elementary school should teach those things which are a part of everyone's daily life, it would seem fitting that the child be taught to meditate. I have been able to teach twelve year olds to meditate."² Again, explaining that mental prayer is not beyond the children's capabilities, Monsignor Johnson wrote, "Fundamentally, meditation is nothing more than the application of one's own powers of imagination, memory, intellect, and will to a religious truth for the purpose of gaining therefrom a better knowledge of God, of self, and a motive for definite self improvement."³

Purpose of the Study

Most of the articles referred to above were written as encouragement to teachers to try mental prayer with their students, but few of the writers present any experimental evidence to substantiate their claims. It was with an awareness of this background and particularly aided by the inspiration of Monsignor Johnson's writings of his efforts in the field that the investigator carried out an experiment in mental prayer with seventh grade pupils. The purpose of the study was to explore the possibility of the effectual use of mental prayer by

seventh grade pupils and to evaluate its right to be considered an element of religious instruction at the elementary level.

Began with Hypothesis

The investigation started with the hypothesis that if appropriate instruction and guidance are given to upper grade elementary school pupils, they can learn to meditate and can develop the habit of mental prayer. Hence, this secret road to holiness which helped the saints so much can be theirs at a very early age. This report attempts to show how seventh grade pupils were taught to meditate, and also something of the significance of meditation in their lives.

It was necessary before any consideration could be given to the pupils' progress in mental prayer that certain information be secured about the pupils themselves. Therefore, pupils were asked to fill out questionnaires on their private habits of prayer and their prayer practices with the family. Then mental prayer was introduced. There were two preparatory steps in the orientation of the group. The remote preparation consisted in the pupils' reading the *New Testament*, i.e., selected passages outlined by the teacher, in their reading the lives of certain saints, and in their discussing the virtues which they saw exemplified by the saints. In the immediate preparation it was pointed out that through mental prayer we know God better and therefore should desire to love Him more. This desire to love God more draws us to want to imitate Him; hence we want to rid ourselves of character defects. The idea of a resolution as a conclusion to meditation was introduced.

Six Steps to the Learning Process

The actual process of learning to meditate consisted of six gradual steps. At the outset, a gospel story was chosen by the instructor. The pupils read the account from the *New Testament*; then the instructor meditated aloud on the determined subject to show the pupils in how many ways they could imitate the virtues portrayed in Christ's life.

The gospel for the feast of Saint Michael the Archangel was chosen for the introductory step. In this story, the children saw themselves as the main object of Christ's words and love. Each read the account from

¹Lawrence Ephrem, F.M.S., "Mental Prayer in the Classroom," *Journal of Religious Instruction*, XV (November 1944), 304-11.

²George Johnson, "The Ascetical Element in Religious Instruction," *The Catholic Educational Review*, XXVI (January 1928), 41.

³George Johnson, "Teaching Children to Meditate," *The Catholic Educational Review*, XXVI (April 1928), 239.

his *New Testament*. Then the teacher, going to the back of the classroom, meditated aloud in the following manner:

Teacher Presents Sample

See Our Lord sitting beneath a tree for a respite before continuing His journey. The disciples are scattered, two here and two there. Some still find it difficult to understand the new doctrine which Christ preaches, and they discuss some points among themselves. A few approach Jesus and ask, "Who do you think is the greater in the kingdom of Heaven?" Christ looks across the meadow and, seeing some children at play calls one of them. He then says to His disciples, "Whoever humbles himself as this little child, he is the greater in the kingdom of Heaven."

Think of the great regard which Christ has for children. He tells the Apostles, the future saints of the Church, that they must become humble as little children. Are you really humble as Christ claims you to be? Humility, you know, is a true recognition of your gifts as well as of your faults. Try to think of one talent which God has given to you. Do you read well? Do you excel in sports? Are you particularly gifted in art? Everyone, think of at least one special gift which God has bestowed on you. Now inquire of yourself diligently:

Do I thank God for that gift?

Do I recognize the fact that it comes from God?

Do I share that talent with others?

Am I ever tempted to envy the gifts of others?

After you have answered these questions sincerely, tell God that you are sorry for having heretofore been negligent about thanking Him for the gifts He has given you. Promise Him that you will earnestly try to grow in the virtue of humility by acknowledging that all things come from Him. Now, make one specific promise concerning the manner in which you use your talents.

Spontaneous Class Meditation

This type of meditation was carried on for two weeks. The pupils began to anticipate the gospel that would be chosen for each day. In the second step, the instructor again chose the subject and the pupils again read the account from the *New Testament*. By way of motivation, the instructor questioned the pupils so that their responses became a class meditation. Step three brought the instructor to encourage each pupil to contribute orally at least one thought on the subject which had been previously selected. This resulted in a spontaneous class meditation. The resolution followed.

Pupils Write Results of Their Thinking

After the children had learned how to proceed, they meditated quietly for a period of three to five minutes on a subject chosen by the teacher. The resolution followed with stress on growth in virtue as a result of growth in love for God. After this period of quiet, the pupils wrote the results of their thoughts on the subject and gave the papers to the teacher. This step was

followed by a similar one with the exception that after the pupils had prayed quietly, they shared the fruits of their meditations with the entire class. The resolution, however, was kept secret. Finally, each student chose his own subject from the *New Testament*, wrote the reason for his choice, and proceeded to meditate. When it was possible, this was done in church.

Pupil Samples

In the final step, pupils chose from the *New Testament* a selection, then put the book aside and meditated. When the teacher noticed that the period of quiet was finished for the majority, she asked that they write the results of their thoughts. Here are two samples of their meditation. Both students had read the account from St. Luke of the blind man whose faith won for him our Lord's favor.

1. It must be terrible to be blind, especially if you once knew the beauty of flowers and trees and lakes. How sad not to be able to see your mother and father. Christ had pity on the poor blind man in the gospel and gave him sight because his faith was so great. If we wish to be like Christ, we must help all who are spiritually blind as well as those who do not have the gift of Faith. We can help them by our prayers. We can ask God to grant to at least one person each day the grace to believe in all the truths about Him. I promise to offer one difficult thing each day for that intention.

2. My sister goes to college with a blind girl. My sister says that the girl can do her school work better and quicker than most of the girls who have healthy eyes. That shows us that if we are deprived of one gift, God will give us something else in good measure. He will give us anything we ask for if we have faith. We must never wish for anything that does not agree with God's will; so when we pray, it is a good idea to add: "Thy will be done in all matters, dear Jesus." I resolve to add this sentence to all my prayers of petition and to try to help my little brother understand about God's will.

Encouraged To Continue Outside Classroom

After the children had become thoroughly acquainted with the fact that they could do this spiritual thinking independently, they were encouraged to do it in the manner in which they were most comfortable. Spiritual profit for them was the criterion. It was easier for some of them to be more attentive by writing; it was easier for others to look at a picture, perhaps one of the Stations of the Cross. When it was possible, this was done in church. The teacher often spoke to the children of not limiting this to a class exercise but rather of seeing the value of meditating anywhere when one is alone. They were taught that in every well-made meditation, the mind acts on the heart. The considerations find their response in the sensitive part of the soul; the convictions of the mind are reflected in the heart as sentiments of attraction or repulsion, and in the will as resolution. The more earnestly one meditates on a truth, the more lively are the sentiments which it produces.

BY SISTER M. MICHAEL, I.H.M., PH.D.

Dean, School of Education, Immaculate Heart College, Los Angeles, Cal.

ADOLESCENTS or PARENTS to BLAME?

PERHAPS ONE OF THE MOST TALKED ABOUT TOPICS today is the so-called "teen-ager" or adolescent. Do these teen-agers really have problems? Is it necessary for parents to be so concerned? Are adolescents worse today than in other generations? Does the fact that adolescents make the front lines of the daily papers augment our interest? Or, does our over-stress on psychology put the "flashlight" on adolescence?

Problems Deep-rooted

Neither the adolescent, nor the parent, is responsible for the conditions that confront our generation. All these so-called problems are rooted in deeper earth. Modern society, sophistication, and secularism contribute to the formation and development of these problems. Yes, *society*, itself is too complex; is too fast. The greedy selfishness of modern society *sacrifices youth* for financial interests as found in glamor, lawlessness, crime pictures, suggestive literature, modern dances, sensational billboards, sex titles, catchy songs. These are all bait for adolescent patronage. Then there is *sophistication*, which is subtle, which is based on a false front as found in duplicity, in keeping up with the Joneses, in big business of modern life as found in chain stores and the like. Lastly, there is *secularism*, which is the materialistic evaluation of everything.

Counter-balancing Factors

To the degree that anyone allows (1) society, with its complexities, (2) sophistication, with its false deceitful reactions, and (3) secularistic judgment, with its subtle powers to enter their lives, to that extent both parents and adolescents have problems which are often impossible to surmount. These three s's which are contributing to the problems found among teen-agers can be offset by three other s's; simplicity, security, and a supernatural outlook on life.

To understand the changes that are taking place in the adolescent, it is necessary to consider a few basic psychological principles. Generally, youth brought up on *normal circumstances*, with sufficient affection and attention, under proper discipline by *normal parents* never have other than normal problems. Adolescence is a stage that one naturally passes through without any experience which might be considered abnormal if all

previous development has been normal. Such reactions as awkwardness and shyness come from just growing up. They are the result of a natural development and are only aggravated by an overstress on the change that is taking place. Just like playing with blocks is peculiar to little children, so gathering together in groups or gangs is normal to this age. Many parents fail to understand these fundamental normal reactions, and thus magnify them in their own minds by classifying certain situations as problems.

How Important is Social Development?

The adolescent years are pre-eminently a period of social development, and social adjustment. If the adolescent has learned to give and take, he is assured of better social development as he comes into maturity. No excessive emotionalism in social adjustment exists if security has been assured through the proper consideration of his human dignity. To illustrate this point, let us consider teasing. We claim adolescents cannot take it. Do you blame them? If you tease them, you are not recognizing them as "coming adults." You are still treating them as children. No wonder they react in the same way, pout, slam doors, throw books, for they want to be ignored. They are having new experiences. Though they need you, you must not make yourself felt, unless, of course, there is a problem that you are responsible for as a parent.

Take the so-called "ganging together," be they boys or girls. The "gang age" is normal. A wrong connotation has been attached to it because of the type of gangs played up in newspapers. Girls group together and have their own fun. Boys group together for their games and good times. In the second stage these two groups come together and have the same good times. They call this stage "crowds." The third stage is when they start pairing off in couples, that is, several at a time. The last stage is when the couple is sufficient in itself. These stages are perfectly normal. What has been abnormal is that parents often rush the pairing off. They go against the normal, and naturally they have problems.

Discourage Destructiveness by Understanding

Parents sometimes fail to *realize*, even if they know, that girls mature two or three years ahead of boys. Not

until the boy reaches twenty-one or twenty-two does he come into his own. This is important in planning dances and parties. Mothers often fail even to sympathize with their sons when they would rather be with the gang than at a party. That is why boys attend some of these parent-planned school parties in jeans and crash the party. As gangs they are destructive. You can not kill the gang, but you can discourage the destruction if you understand the boy.

Remember during this second stage, called the "crowd stage," that these boys and girls are developing; they are maturing. That is why each process is important. The value resulting from identifying themselves with small groups is that they experience the need and satisfaction of getting along with others. To fail to get along is a problem, and a serious one. During this stage, these adolescents develop social skills which give them security and poise. They increase in loyalty to a group. If these boys and girls are in a good group, fine; but if they are going around in a dangerous one, parents are confronted with a problem often beyond attack. That is why previous training and direction is so important. While working in these groups, they grow in insight into human nature and human relations. Here they are enabled to make friends which are lasting. Group relationships assure greater understanding which adolescents crave. They develop self-confidence and stability, which is absolutely essential if they are to experience success in any phase of life.

Why Sophistication?

Grouping is a part of life; it should be worked with, rather than against. The types to beware of are snobbish and sophisticated groups. They have a negative influence which comes from a feeling of insecurity, a want of a proper attitude. Feelings of insecurity manifested in the form of sophistication or snobbishness comes from a feeling of inferiority. This complex forces the adolescents to establish the so-called "front." They act in a sophisticated manner because they believe they are misunderstood. They cannot talk to anyone about this hurt, so they take it out by grouping together and trying to impress people with their importance or superiority. They are not aware that we never have to impress people, for we thunder what we are. These are all unnatural reactions. These growing boys and girls would not say or do these things if they felt that they belonged; if they felt they were understood.

To help them, these growing children of ours must be encouraged to develop self-control and assurance. They must be guided and directed along wholesome attitudes of positiveness and optimism. They should cultivate a sense of humor and a spirit of tolerance. Thus, they will prevent the cancer of phobias, obsessions, and neuroses of various kinds from undermining their lives. Such people need to be educated and disciplined according to a proper sense of values. Otherwise they will come to hate themselves.

Are Frustrations Necessary?

Perhaps akin to feelings of misunderstanding, so characteristic of adolescents, is a devastating attitude that prevents rich, full living. That is the ever-conscious feeling of frustration. Constantly is heard "I am frustrated"; "I was frustrated"; "My plans have been frustrated"; "Her presence frustrated me."

In reality, every little obstacle that crosses her path frustrates her; it takes away her self-possession. It upsets her and prevents the normal functioning of her life for that moment, that hour, that day, even for a longer period. This feeling of frustration and the expressions of frustration are most common today, and most unnecessary, for they are contributing to the development of weak-willed, undisciplined, uncontrolled individuals, who fail to meet reality. Disappointments, misjudgments, misunderstandings, betrayals, double-crossing, and all related crushing problems are to be found in the daily round of life. They are the crosses man cannot escape. Our reaction to them is what determined our character. We either give in and become frustrated, or rise above them and become saints. And why else were we created?

Frustration an Attitude

Frustration is largely an attitude, and an attitude of defeat towards accepting the little problems of life that are inevitable. There is no more powerful assistance in developing a supernatural attitude towards these so-called "little problems" than in placing them in the chalice and on the paten for tomorrow's Mass; then, forgetting about them. Not unless we die daily to ourselves will we ever rise possessing characters that influence. As the wheat must be crushed, that we may have flour for the host, and the grapes must be crushed so that we may have wine for the Mass, so we must be crushed in order to live Christlike lives.

No one ever influences unless he suffers. Such is the means of supernaturalizing every action. It is as simple as all that. When a difficulty is placed upon the paten for tomorrow's Mass, it is over. No reference is made to it again, not even in one's own mind. Then one has time for other thoughts, other things, and other people. Self-pity, dwelling upon it, only exaggerates the so-called frustration. Students trained in this point of view have learned the place the cross must play in their lives. The cross is part of God's great plan. This attitude will prevent disillusionment, which is so common to adolescents. Such is the responsibility of parents and teachers in directing the lives of the youth entrusted to their care. This is a means that develops that feeling of security that is absolutely necessary to live full rich lives.

Do Adolescents Respect Authority?

Other problems that confront the parent in the social development of the adolescent are related to obedience and respect for authority, authority as found in the laws of the state, in school regulations, and in parents' re-

strictions. If young people could understand that they can not disregard authority and its demands, there would be fewer headlines in daily newspapers about youth drinking at unchaperoned parties, boys driving cars while intoxicated and thus causing accidents, and young people becoming victims to dope and other forms of narcotics.

These conditions are not rare. They are too universal for parents to be indifferent or to say "it can't happen to my boy." "These things happen to less privileged children." Are not the "less privileged" growing in numbers because parents are too indifferent, because they forget the place original sin plays in all lives, and because they are unable to say "no" and mean it. Watchful and anxious parents weaken under the pressure of being considered old-fashioned, or under the constant cry "everyone else does it, why not I?" Obedience begins in infancy if parents are to control the growth in social adjustment in adolescence.

Youth come under the law in time and are classified as delinquents if parents have failed to demand obedience in lesser things like staying out late on school nights, driving cars with four in the front seat, attending places where minors are not allowed, and going to unchaperoned parties of friends either at the beach or in the mountains.

We often hear that this "lost generation" has no regard for authority. Now, who is to blame? Do they ever hear anything else but criticism about authority over the radio, television, in the press, yes, even at the breakfast table? No wonder the parents' authority is undermined; the child has heard so much criticism he has no faith in any one and disregards all.

Yes, Reason With Them

Children must understand that a parent means *yes* and that a parent means *no*. Yes, reason with them. Expect them to act as adults and choose the right. Should they act as infants, they must expect the punishment of a child. Have an agreement with them even before they do anything. For punishment, deny them something and keep to it. Do not give in. They admire you more. Do not make a whole lot out of a simple offence, and overlook a serious one. Be consistent in your reasoning and your punishment. Do not go to extremes. Say what you have to say briefly and have nothing more to say. When over, forget the incident. Do not nag or refer to it again.

Demand with reason, and be consistent about it. You will have fewer worries, and enjoy your children's respect and admiration. Sometimes parents are accused of being old-fashioned. That is just part of life. It is true in every generation. They say "everybody is doing it." "I would just be different." Now, if it is wrong, a parent must take a stand. Every parent suffers the same heart-

ache as a result of giving in from fear. Have courage.

When Parents and Children Work Together

If parents and children work together there will be fewer problems. Some of the following suggestions incorporate attitudes that help you to grow together. Have your children help around the house. Give them responsibilities. Hold them to these responsibilities. Make them keep an exact account of their spending money. They will be more careful. Work with them, as in washing the dishes. Do not excuse them because they have home work. They will appreciate you more if you make them help. Your overkindness contributes to their delinquency. Try not to be personal, always feeling neglected. Do not be a martyr.

It is characteristic of adolescents to be thoughtless, apparently selfish. They will grow out of it. Mothers of boys will suffer. Boys resent being tied to your apron strings. In trying to release themselves they sometimes hurt you. Remember they are young men, even though you still think of them as little babies. If they are trained along the way to choose right, you need not worry. Often you have to act as if the fault did not exist.

Overlook Minor Things

Overlook many things. Never see wrong unless you have to, that is when the wrong is serious. To ignore or to be blind to less serious offences will save your nerves and the child's. Take a positive viewpoint. Never allow pettiness to enter your children's lives. Insist on nobility and you will have fewer problems. Children were made for greater things. Put the emphasis upon doing kind acts instead of keeping up with others. They must live a life of service; they must sacrifice for others; give others their time; share their money. Selfishness is the mother of all problems.

Summary

Those blinding forces that cause problems are found not in the parent or the adolescent entirely but in (1) society itself, with its false glamor, (2) sophistication, as manifested in insecurity, (3) and secularism, which evaluates everything in the light of worldly success. These powerful blinding forces as found in our present day secularistic society make proper social development difficult, encourage sophistication, bring about unnecessary frustrations, and contribute to complete disregard of authority. Parents need to develop those guide-lines wherein they can minimize the problems and provide an environment where simplicity, security, and the supernatural outlook reigns, for all of us were created by God, *for God, to return to God*, and for no other reason. Forget this pattern, and both parents and adolescents have problems.

Story of a MARRIAGE FORUM

ON THE PRINCIPLE THAT EDUCATION IS FOR LIFE, it would seem that some sort of marriage education should be given in college. Educators have debated the question as to where such a course should come in the curriculum. Does it belong in the theology sequence? Should it be with the emphasis that sociology can give to the question of marriage and the family? Is it properly a subject for the Liberal Arts program? There is no question, naturally, of courses on marriage and family life being offered in sociology; this has been done for many years.

This year, however, a special type of course in marriage preparation comes of age at Providence College. Entering its eighth year, the annual marriage forum makes no claim to academic achievement in the strict sense of the term, yet it takes pride in contributing something that is not normally the result of a formal academic course. It grants no credit, charges no fee, takes no attendance. In fact, some have said it is not even a forum. It seeks to educate men and women for marriage. Is not this "vocational education" in the strictest sense of the word?

Preliminaries Attended To

This is how it works: along about seven o'clock on the Sunday evenings in Lent, I, as the chairman of the program, go to the auditorium where the forum meets and see that the preliminaries are attended to. The preliminaries include having ushers on hand, a supply of pads and pencils for questions, and a tape recorder with music to fill the emptiness of the hall while the couples are filing in. The couples begin to arrive in a few minutes and by seven-thirty approximately one hundred and fifty couples will be there.

Program Content

The speaker of the evening talks for forty minutes or so. Then there is a brief intermission during which the members of the audience write their questions. The slips of paper with the written questions will be brought to the platform and the second part of the evening's program consists in answers to these questions. The program is usually finished by nine o'clock, but if all of the questions have not been answered by that time an extension is usually granted. The entire program is tape recorded for future reference.

Tone of Serious Informality

The tone of the whole evening is serious informality. A definite effort to get away from academic formality is made. Yet the speakers and those conducting the program have agreed that the business at hand is of such a nature that seriousness is in order. An occasional pleasantry is interjected by the speakers. The members of the audience understand this and may even write a jocose question. But all in all it is a serious discussion of a topic about which the couples are in "dead earnest."

Origin of Forum

The marriage forum at Providence College came into existence as an indirect result of World War II. When the G.I. Bill of Rights sent ex-servicemen back to college in great numbers, it was found that many had entered the married state and many more were seriously contemplating it. Accompanying this was a more frank discussion of marriage in the classroom as well as in the locker room, and more genuine interest in marriage preparation than ever before in college. The postwar boom in the divorce business made everyone conscious of the failure of many marriages. Sociologists and professional guidance people had long believed that the greatest good could be done for marriage by greater emphasis upon the preparation element. Pope Pius XI had insisted in his *Casti Connubii* that the "faithful should be well instructed concerning matrimony;"¹ and "let those who are about to enter on married life, approach that state well disposed and well prepared . . ."²

Planned for Lenten Season

Keeping in mind the composition of the student body at Providence College, three-fourths of whom are day students from the city of Providence and vicinity, the marriage lectures were begun on Sunday evenings during the Lent of 1947 to "kill two birds with one stone"—to provide some good, solid instruction on the duties and blessings of the married vocation and also to provide an approved activity for lenten Sunday evenings.

The response was gratifying to both lecturers and audience alike. It was repeated the following Lent, and every Lent since. At first it was a symposium of lectures by priest-members of the faculty with a question period

¹Five Great Encyclicals (Paulist Press), p. 109.

²Ibid., p. 112.

attached. The question period has assumed more importance as the years have passed and as the list of speakers has been changed. Married couples with large families, a judge from the juvenile court, doctors in general practice as well as specialists in obstetrics and pediatrics have been brought to the forum.

Joint Sponsorship

The Marriage Forum has been sponsored jointly by the sociology department and the chaplain's office. Therefore, both myself and Father Charles H. McKenna, O.P., the college chaplain, have had a hand in preparing the program and seeing to its execution. (On one evening, a year or so ago, when the doctor who was scheduled to speak failed to appear on time, for reasons that call obstetricians away from home without much notice, we held an informal discussion, almost impromptu, except for written questions from the audience. The couples stayed overtime to have all questions answered.)

Typical Year's Program

Typical of the marriage forum program was that for the Lent of 1953. On the first Sunday evening Father Charles H. McKenna, O.P., college chaplain, spoke on "Preparation for Marriage"; Father John P. Kenny, O.P., head of the philosophy department and author of a textbook on medical ethics, spoke on "Morals and Marriage." The third talk was on "Health and Marriage" by Dr. John P. Grady. The fourth was "Partnership in Marriage" by Mr. and Mrs. Robert B. Breckel who describe themselves as "an average couple with an average family." The fifth and final talk was given by Father William J. Carey, curate at the Cathedral of Sts. Peter and Paul; he spoke on the immediate preparation for marriage and the investigation of freedom to be married, showing the audience the forms that must be filled out in the diocese of Providence. In past years Father Edgar Schmiedeler, O.S.B., director of the Family Life Bureau, N.C.W.C., was on the program; Judge Francis J. McCabe, presiding judge of the Rhode Island juvenile court spoke one evening; Mayor and Mrs. Charles F. Reynolds, parents of ten children, appeared one Sunday; (Mr. Reynolds was then mayor of Pawtucket, R. I.); several practicing physicians besides a number of faculty members of the college, including the president, the Very Reverend Robert J. Slavin, O.P., Ph.D., S.T.M., have contributed to the Forum.

Registration

During the first two Lents no registration was made of those attending the forum. Beginning with the third year, however, the members of the audience were asked to fill out a form giving name, address, age, occupation, extent of education, parish (this item gave the clue to the non-Catholics in the audience), whether married, engaged, or "single." If married, how long and how many children; if engaged, when expected to be married; and whether the fiancé is a Catholic.

From this registration form it was learned that many men in the audience were not students of Providence College. It thus became clear that the College was performing a community service as well as providing a special program for its own students. The registration form also revealed that about ten percent of those present were married, about forty percent were engaged and expected to be married within six months, and the remaining were either "going steady" or still "playing the field." It was learned, too, from direct statements by parish priests as well as from hearsay that couples planning to be married in the Spring were sent to the forum by parish priests who considered it a good means of proximate as well as remote preparation.

Controversial Question

The most controversial question of sex instruction should be given some consideration in this article, not because it is the most important but because it is the most controversial. All are agreed that questions of financial preparation and how to make and keep a budget are important; "what about the in-laws?" is another perennial. "How long before the wedding should we see the priest?" These and hundreds more will be admitted to open discussion without comment. But what about any combination with the three-letter word "sex"?

Realism and Prudence Kept

The marriage forum at Providence College has been conscious of the danger where group sex instruction is concerned, and the special patrons of such efforts have helped keep realism and prudence on the same platform. Usually delicate questions are saved for the night the doctor will speak; but sometimes questions with moral implications are asked. The group wants the answer from a priest. The way the questions are handled—the chairman sorting them and then reading them to the speaker for answering—gives him an opportunity to "table" any that might be out of place.

Invitation to Get Personal Answer

The individual is reminded that he might come to the platform after the program for an individualized answer to his very delicate question. A quotation from the physician whose article is included in the series published as a booklet, *One in Mind, One in Heart, One in Affections*¹ seems rather appropriate to this consideration: "Bookshelves are filled with treatises on marriage, all with the anatomy of sex adequately and usually profusely illustrated. It is a good idea to take such a book along on one's wedding trip. Before that time we have to strike a balance between innocence and a knowledge of sex anatomy which is essential to a knowledge of the physiology of sex. A minimum background knowledge of anatomy seems desirable and necessary." Further on, the physician emphasizes the importance of the proper attitude toward sex. If this attitude is proper and good, the so-called "facts" can be reduced to a minimum.

¹Published by Providence College Press. p. 52.

Results Considered

How much good has come from these seven years of endeavor? Obviously such a question is difficult to answer. The writer would seem to boast if he allowed his own convictions free expression. He is able, however, to quote favorable sources in saying that the effects have not only not been in vain, but have rendered a genuine service to those who attended the forum.

The Reverend Paul M. James, O.P., did a questionnaire study of 120 persons who had attended the Forum as his Master's dissertation under the title, *The Expressed Results of a Certain Pre-Marital Lecture Course* (The Catholic University of America, June 1953).

Mature Attitude Gained

One person wrote in the margin of the questionnaire that the forum had given him a mature attitude toward marriage and insights which would have required a year in the married state to learn. Only two said that they did not look upon marriage as a help in getting closer to God. The vocation to the married state was one of the ideas frequently repeated in the forum; it was, therefore, not surprising that the respondents considered their marriage "a calling, a vocation to which God called them." Another question in this study asked the participants to list five topics they considered should be in every marriage preparation course. With very few exceptions the topics listed were those which had been covered in the marriage forum.

Attitude Formed

The dissertation mentioned above closes with the conviction that the attitude toward marriage, rather than a collection of information concerning marriage, is of the utmost importance. More precisely the respondents referred to the lesson of "togetherness" or cooperation—partnership—that was consistently insisted upon. On the

nature of marriage, the spiritual aspect had been emphasized so as to make a lasting impression. On "husband-and-wife relationships" they were inclined to be considerate of the other spouse in preference to personal convenience.

"Most of them profited from the lectures of the doctors, not so much from the information which had been given them as from the attitude of mind which the doctors had shown to be so very important in the overall picture of a happy married life." On the topic of preparation for marriage, all of the members of the sample were unanimous in the opinion that there should be more and better preparation for marriage, "from both the schools and the Church, and especially from parents . . ." Regarding "Parenthood and Children," the members of the sample were disposed to look upon marriage and parenthood as a vocation and an apostolate. One of the recommendations made by the persons in this study was that a marriage clinic be established where married couples could go with their problems, as a follow-up of the marriage preparation course.

The forum is certainly not the only technique of teaching the Church's doctrine on marriage; at Providence College, however, it has been found to be very effective. The material published from the Providence College Marriage Forum, the booklet *One in Mind, One in Heart, One in Affections*, has been used in parish rectories for instructing couples about to be married, and also in high school.

* Like any other special phase of education the final results will be known only in Heaven. Yet there are a few indications, happily, that the Providence College marriage forum* is helping some persons along the right road to heaven. May their number increase!

*We thank *St. Joseph Magazine*, St. Benedict, Oregon, for permission to quote, passim, from an article on the marriage forum which appeared in October 1953.

Teach Us To Teach, O Lord

(Continued from page 417)

of the educator's jargon, and most of the high-sounding terms dealing with a sometimes off-color twentieth century educational psychology which was out of date some centuries before it was put into print. Following this luminous, though practical ideal, she will aim to be a "teacher" rather than an "educator." She will seek to become like the divine Teacher a leaven which causes a growing from within; a salt which must keep its savor

lest nothing can be seasoned. She will want to *be* something at the same time that she is *doing* something, lest her being and her acting be not in accord. To put it more briefly, when she is ready to submit to the rare virtue of common sense, she is ready to accept the sublimest of challenges:

"Whoever receives this little child for my sake, receives me" (Luke 9, 48).

BY A. R. VONDERAHE, A.B., M.D.

Medical College, University of Cincinnati, Cincinnati 19, Ohio

Opportunities for CAREERS IN SCIENCE

IN A REVEALING ARTICLE in *Fortune*¹ it is noted that while other professions stretch back into antiquity, the scientist as a pure scientist began to appear in numbers only in the past century; the writers then go on to indicate that the demand for scientific skill is so great that there exists in the United States at this time an acute shortage of scientists. The shortage is especially sharp in physics, mathematics, and in all basic research; the worst shortage is in pure mathematics.

In a recent article in the *U. S. News*² by H. A. Meyerhoff, head of the United States Scientific Manpower Commission, astounding facts are brought out. There were only 8,000 new students of advanced science in the academic year 1952-53 for the entire country, representing a drop of well over 2,000 from the previous year. "We are down to an all-time low with respect to graduate students who are starting careers in science." While the military draft law enters into these considerations, it is important to note that women are equally welcome into these fields.

The Need for Scientists is General

Unfortunately the United States is falling behind in the race. Our Russian contemporaries are placing great stress on scientific development, both in pure science and in engineering, and will graduate twice as many scientists and technologists in the present school year as we shall. The figures for graduates in the basic sciences are not specifically given; in engineering, however, Russia will graduate approximately 50,000 while we will graduate only 17,500.

The Need for Catholic Scientists

In the light of what has just been described, it is all the more amazing that Catholic educators, according to apparently dispassionate and impersonal surveys, have been failing first, to inform their men and women students of the superb opportunities for careers in scientific fields, and secondly, to foster such careers in their teaching. In the recent and presumably comprehensive survey on the origins of U. S. scientists,³ the educational back-

grounds of our doctors of science are investigated. Limiting the term "scientist" to mean all persons who had received doctorates in natural sciences and who were listed in the *American Men of Science*, the authors present some amazing findings. Classifying the institutions of higher learning which produce natural scientists of average or greater competence, they find that the small liberal arts college produces more scientists per thousand graduates than does the large university.

In the list of the first 50 schools producing natural scientists, no Catholic college or university is represented. Engineering schools as a group produce a very small percentage of scientists: 6.4 scientists per thousand graduates. The lowest ranking group in the survey was that composed of all the Catholic institutions in the United States; their average index was 2.8 scientists per thousand graduates.

The Training of the Catholic Scientist

The training desirable for the career in natural science represents no difficulty. The seeking of truth wherever it may be, including the study of the material universe, are requirements for any philosophy in the Christian tradition. The search for truth via the road of the natural sciences is merely one of more careful observation and accurate measurement.⁴ Moreover, the positive task of bringing into scientific thinking sound philosophic ideas is daily made more manifest and is indeed rather wistfully asked for by many who have chosen a life of learning. It is surely incumbent on the student trained in our Catholic universities whose philosophy, the Aristotelian-Thomistic dualism, provides intelligible first principles for the interpretation of the findings of the special sciences, and whose theology provides the motivation to explore the universe, seeing all truth in the Father's house.

Basic Motive for Career

The training from childhood in Christian idealism furnishes perhaps the most valuable factor in preparing youth for a career in natural science. There is required an appreciation of the value of knowledge and its helpfulness to mankind which should furnish the basic motive for a career whose chief purpose is the finding and disseminating of truth in all its manifestations. Students

⁴Charles-Damian Poulogne, O.P., *My Friends the Senses*, P. J. Kenedy & Sons, New York, 1953.

¹The Staff of Fortune magazine, "The Scientists," *Fortune Magazine* (Oct. 1948); and reprinted in *American Scientist*, 37: 107 (Jan. 1949).

²Howard A. Meyerhoff, "U. S.—Scientists," *U. S. News* (Jan. 15, 1954), p. 46.

³H. B. Goodrich, R. H. Knapp, and George A. W. Boehm, "The Origins of U. S. Scientists," *Scientific American*, 185:15 (July 1951).

in Catholic educational institutions have been presented with this, and many possess it. It is, then, an idealism which is first to be sought for. But what is being proposed here is not a career of unreasonable self-denial or economic inadequacy, for the rewards are at least adequate and in many instances compare more than favorably with many salaried positions in business fields. In addition, there are compensations in the way of greater freedom, leisure, prestige, and security.

Lack of Science Teachers in High Schools

One can see from the recent literature and factual data that a real concern is manifested about the general lack of men and women in the fields of natural science. The question remains unanswered by these writers as to where the bottleneck lies. There can be little doubt that the block occurs first of all in the lack of knowledge on the part of educators of the opportunities in this field, and secondly, in the astounding lack of teachers of natural science at the high school level.

In a report prepared by 23 of the country's leading educators who took part in a conference on high school science instruction at the Harvard department of education,⁵ it was asserted that the United States faces a crisis at the first step of training future scientists—high school science teachers. The authors call attention to the need for good teachers because sometimes the high school instruction that is offered "may be such a caricature of science that promising students turn elsewhere

through boredom or even develop a repugnance to science." The *Fortune* report⁶ states the case clearly and distinctly: "Research scientists are created by inspired teachers in high school and college."

A still more recent analysis⁷ states the continuing shortage of scientists is traceable to lack of qualified science teachers in high school. The author designates the situation as "alarming." In 1953, 5,000 potential science teachers were graduated as against a need for 7,000. But only 41 per cent of these graduates will teach, the remainder are lost to industry or to military service. Of all academic subjects, science has the lowest yield to the teaching profession.

Encourage Careers

In the over-all planning for school curricula and in the counselling of young men and women as to their careers, it is apparent then that the administrator or teacher should at no time make light of the natural sciences but rather, by the accumulation of information about their present development and needs, utilize these facts for the encouragement of careers both honorable and economically sufficient, and for indicating opportunities for the extension of basic truths into fields of unusual fertility.

⁵Reported in the New York *World-Telegram and Sun* (Dec. 11, 1953), p. 50.

⁶*Op. cit.*

⁷Fletcher G. Watson, "A Crisis in Science Teaching," *Scientific American* (Febr. 1954, p. 27.

The Exceptional Child

(Continued from page 420)

were born deaf or became deaf in childhood before language and speech were established; whereas, the term "hard of hearing" refers to those who established speech and ability to understand speech and language, and subsequently developed impairment of hearing.

The largest group of handicapped children found in our school system today would probably be the speech defectives. Nearly 3% of our school children have serious articulatory defects and another 3% have less severe defects. A need for immediate action in this field of speech correction in our parochial school system exists today. Fewer than 10% of our school children who need speech correction are getting any attention. An itinerant nun trained in speech corrective procedures could be assigned to a certain number of schools in an effort to remedy this situation.

Another great need that could be corrected by an itinerant nun would be the remedial reading situation. Between 10 and 15%—nearly 2½ million school children—need remedial reading. The speech defective and the child who needs remedial reading would attend the regular class, but would receive attention from a trained nun who would visit the school at certain periods.

Audio-visual aids and the regular class teacher are now helping the poor reader.

The Slow Learner

About 25% of our school population comprises a class called the "slow learners." These slow learners could attend the regular class provided the curriculum and teaching procedures were adapted to their needs. The curriculum in our parochial schools must be adapted to these children since these children cannot adapt themselves to the curriculum. The materials and methods designed for the average child will not suffice for the slow-learner. It has been estimated that more than 2 million elementary school pupils in the United States fail to be promoted each year.

Another group which we call the "mentally retarded" comprise about 2% of our school population; this group requires a special class. The number of mentally retarded children now being educated far exceeds the number being educated in any other group of handicapped children. This group if allowed to remain in the regular class hamper the progress of the class, become "problem children," and provide the core for the juvenile delinquency problem. (To be continued)

BY REV. MARK EDWARDS, S.M.

St. Mary's Manor, Pennndel P. O., Pennsylvania

The STUDENT WHO DISLIKES STUDY

ALL TEACHERS ENCOUNTER THE STUDENT who can but does not produce in studies. Two of the frequent causes for this lack of production are (1) dislike, or lack of interest and (2) lack of knowing how to study. This article handles the first of these causes; a subsequent article will treat the second. The student in mind is the adolescent, from the ninth even to the fourteenth grade. Since my experience has been with boys, I shall write about boys and let the reader make the obvious changes and applications suitable to girls. In this article, I use "dislike" in a broad sense to include "lack of interest."

First I shall treat the *problem* of the student's dislike for studies in general or for some subject in particular. Then I shall propose a *solution*. The presentation of the problem and the solution will bear most fruit if explained to students individually, but will yield some fruit if explained to groups, e.g., individual classes.

Presenting the Problem

The *problem* can be presented as "running around in circles." (Imagine the four points as 12 o'clock, 3, 6, and 9 o'clock and read them clockwise.)

DISLIKE

(increases as success diminishes;
dislike causes
less work

DISCOURAGEMENT

(influences the student's will, increases his dislike, causes less work)

INSUFFICIENT

WORK

(the less the work, the less the success

LACK OF SUCCESS

(increases discouragement, induces student to belittle value of study)

Dislike hinders effort; lack of effort accounts for failure to succeed; lack of success induces discouragement; discouragement increases dislike. Truly a vicious circle! Of course, there may be other factors at play; the elements treated in this circle diagram may overlap and fuse. Teachers know, however, that about half their job is done if they can lead the student to like the matter, that most lack of success can ultimately be tracked down to dislike. (I am treating, remember, of the student who can produce.)

Other statements concerning the problem:

Dislike and discouragement are emotional; insufficient work stems from a lack of will.

The student has a tendency to belittle what he is deficient in.

Because of a particular student's temperament, the problem may have its source in discouragement. The circle still moves clockwise.

The student may lack an adequate goal or purpose in life. This may be the root of his dislike.

Circle Applied to Other Pursuits

Examples of how the circle works in other pursuits:

A student does not like a certain sport. He plays, perhaps, because the others want him to play but he puts no effort in it. Achieving no success, he gives way to discouragement and his dislike increases.

A student does not like another student. He makes no effort to like him. His dislike increases; he feels he could never like him.

A man goes to work at a job he dislikes. Doing his work half-heartedly means he does not produce. He either quits or gets laid off.

These statements and examples (which can be easily multiplied) clarify the point for the student and show him that study is only one field in which the same process works—the vicious circle of dislike, insufficient work, lack of success, discouragement.

Presenting the Solution

The *solution* can be presented as "running around in circles," but this time in circles that perfect an individual. (Here, again, read the points clockwise, from 12 o'clock through 3, 6, and 9 o'clock.)

LIKING

(usually increases as success increases and results in more effort)

ENCOURAGEMENT

(increases liking and leads to more work)

WORK

(increases because of greater liking)

SUCCESS

(encourages, makes student value study more)

More emphasis is put on this positive solution than on the exposition of the problem. Attack the problem at the *work* point in the circle, because this depends on the will of the student and hence is within his control. Normally, sincere and honest effort will pay off in results, which in time will lead the student to like study; the process continues to increase the liking. A student who has been failing derives great encouragement from passing. Effort can make a poor student average, an average student good, a good one better. For example, the thrill of success in making the honor roll is a great reward for a student.

Goal Serves as Goad

The goal or purpose in life that a student has can give him the goad sufficient to exert the effort necessary to achieve success. The goal may be the priesthood, religious life, teaching, business, engineering, social work, etc. Examples can be taken from any of these pursuits to show the student how effort and work are indispensable. Connect the value of study now with his success later on, regardless of what walk of life he enters. Adapt this to the particular subjects with which the student has trouble. It may be simply a question of the student's not knowing how to study; this will be the subject of a subsequent article.

Draw Parallels from Other Pursuits

Examples of how the circle works, in other pursuits as well as in studies:

A fellow has a bad temper. He works to overcome it. He has some success, though at times he fails. His encouragement mounts, and his interest in curbing his temper increases.

A fellow has a strong dislike of another student. He tries hard to get along, and finds that the other is not so bad after all. He feels he can learn to like him; he finds that charity pays off.

A man starting a business of his own realizes that he has to expend a great deal more work than the usual eight-hour day, five-day week. Little by little the business develops; he is encouraged. The drudge of all the extra work is relieved to some extent and he is spurred on to greater efforts.

A student does not like geometry, mainly because he finds it too difficult. His counsellor convinces him that it has a direct connection with his later life, that it has the value of training him in clear, logical thinking. He works at it; he achieves some success. The thrill of doing well in something he formerly hated encourages him. He starts to like it and continues to exert the effort necessary to attain success.

Examples like these can be multiplied and personalized according to the student's particular needs and difficulties. For example, the student's own father may be an excellent example for him. Illustrations can be culled from the practice of virtue, character-training, sports, social life, public life, etc.

Bring Out Personal Development

The circle diagram of the problem with examples, made as concrete as possible and started in language adapted to the student, will convince him of the difficulty. The solution presented, with examples and explanations as personalized as possible, will show the student that he can achieve success. A goal or purpose in life will usually be sufficient spur to exert the needed effort. If the student lacks such a purpose, the value of study for his own personal development and for a fuller personal life (regardless of what walk of life he enters) should be stressed. Actually both ideals, the goal to be attained and personal development, should be brought out for all students; education should train the student not only to make a successful living but also to enjoy a rich personal life.

Mentally Slow Respond

Even the mentally slow respond. They see this "going around in circles." The best method: the counsellor (or spiritual director) or the dean of studies talks to the student privately. Half an hour of explanation, understanding, sympathy can do the student a world of good. In small schools this private instruction is very practical. It consumes the counsellor's time but that is why he has the position—to give his time to help students and, among other purposes, to raise the school's scholastic standard and achievement. Where private instruction is practically impossible or must necessarily be reduced to a bare minimum, much can be attained by instructing groups of students. Sacrifices, however, made to give students private instruction achieve results that reach beyond this world's calculation. Teaching should be recognized as an apostolate.

Summary

Dislike, lack of interest, lack of effort, failure to succeed, discouragement—some students are hindered by these blocks. As a result, they never realize their possibilities: the five-talented, the two-talented, the one-talented do not produce in proportion to their capacity. I have tried to offer one workable way in which teachers and counsellors can help students realize their potentialities, train their minds for a richer personal life, prepare better for the major work they choose in life.

Teacher to Teacher—In Brief

LET'S PLAY DETECTIVE

By Miss Gay Rinaldi, 234 Vernon Street, Brooklyn, N. Y.

SPELLING CAN BE FUN. My class has found it so. The incentive is a game we call *Detective*. After the pupils have studied all the words required, we have the game as a review. It can be played by the pupils right from their seats, but I usually have them line up along the wall.

How Game Is Played

The idea of the game is for each pupil to catch the one in front of him making the mistake of misspelling a word. You give the first child a word. If he misspells it, you say nothing but go right on to the next child. It is now up to him to yell, "Detective," and spell correctly the word misspelled by the pupil who preceded him.

If the second child fails to notice the error and merely correctly spells his own word, you go on to the next and the next. Say three children do not detect the first child's misspelled word but the fifth cries, "Detective," then the first four children are eliminated and must sit down.

The children in the seats may follow along with their spellers. They will think themselves very smart because they believe that they can spell the words, or catch a misspelled word (with the open speller in front of them). But these seated children must be cautioned not to offer any prompting or make any sounds when they realize a word has been misspelled, because if they do so the child whose turn it is would then be eliminated.

Alertness and Interest Result

This game, I find, keeps the children alert and constantly interested. They are thinking not only of the word they must spell, but they must also listen to all the words being spelled.

HEAVEN—WHAT IS IT?

By Sister Fidelis of the Holy Spirit, D.W.,
670 Bushwick Avenue, Brooklyn, N. Y.

THE FIRST THING TO DO to teach elementary school pupils about Heaven is to establish what it is *not*. For this purpose, ask the pupils for their idea of Heaven. In fun, but not maliciously, disprove their theories, drawing on the chalk board for illustration. If one pupil comes near to the truth, expand his answer in simple language.

First Approach Difficult

The actual explanation of Heaven—"my possessing God and God's possessing me"—will not usually satisfy the child's mind at the first approach. Grace is needed to understand its simplicity. Therefore examples should be given as a comparison, but always with the understanding that it is more than and above any of the examples.

Use Examples

The following are examples teachers may choose to use, drawing on their ability to make them realistic:

(1) *In Heaven I shall have what I want.* On earth my wants change. This Christmas I wanted a monopoly game. Two days later, I changed my mind and wanted my sister's roller skates. In Heaven, I won't want to change my mind; I shall want only one Thing. And I shall have it.

(2) *I shall never get tired of having what I want in Heaven.* When I see Mom making chocolate cake I think I could eat chocolate cake all day. Then I try. After a while I get so full that I cannot hold anymore and must stop eating. In Heaven, the more that flows into my soul, the more I shall be able to contain. I shall never be tired of Heaven.

No Insecurity

(3) *In Heaven, I shall have no fear of losing what I have.* Sometimes you have to hide your baseball bat so that your brother won't take it. In Heaven, we shall never have to fear that the devil will take away our Possession.

(4) *Heaven will never end.* We are always sad on earth that good things have to end (Summer vacation, springtime, etc.) Heaven will go on and on and on, and never end. And remember, we shall never be bored by it.

Cannot Fully Know

(5) *No one knows what we shall possess in Heaven.* It is a mystery. That is why I can't imagine something that I won't get tired of after having it for such a long time. This is because I don't really understand God yet. It is like a math problem that I can't get at home. I ask everyone around to help me but I have to wait until the teacher explains it to me in school. We have to wait for Heaven to really know God.

(6) It is not only myself who wants Heaven *for me*; God *wants me* in Heaven. He said so Himself, "I will take you unto myself." Our soul is lonely for God, but we must remember that, in a mysterious way, God is lonely for our soul.

CHILDREN DEMONSTRATE A LESSON— On The Holy Eucharist

By Sister Leo Gonzaga, S.C.L., 2601 Ridge Ave.,
Kansas City, Kansas

"UNBELIEVABLE!" WAS THE SINGLE SPONTANEOUS COMMENT of the biblical scholar when the 24 pupils of the seventh grade of St. Joseph's School, Leavenworth, Kansas, had completed their demonstration of a lesson on the Holy Eucharist which was based entirely upon the Confraternity of Christian Doctrine translation of the New Testament.

"Twenty-five years ago," explained the chairman of the session, "I recommended this procedure at a meeting of the National Catholic Educational Association, but the majority of the members declared it could not be done. Today you have seen it done superbly!" he triumphantly concluded.

Demonstration Began with Roll-Call

The truly enlightening and practical demonstration began with the roll-call. Each member of the class responded with a quotation selected from the New Testament. Then the lesson began with the recitation of the prayer to the Holy Spirit as it is printed in the introduction to the text; and verses 1-18 of the first Gospel of Saint John. (Each student had a copy of the *New Testament*).

The boys and girls conducted the demonstration as a socialized recitation. The teacher did not appear at all.

Two excerpts: Union with Christ, the Parable of the Vine and the Branches (St. John: 15, 1-18), and St. Paul's first Epistle to the Corinthians (13, 1-13) were also used as choral readings—the one after Christ's promise of the Holy Eucharist; the other as a finale to the demonstration.

Demonstration is One of Regular Series

This demonstration of classwork was one of the activities of Bible Week at the Saint Mary College, Xavier, Kansas, but is one of a series regularly taught.

The twenty-four children learned from their catechism and specific scriptural passages the definitions and proofs; then they selected the questions they wished to ask other members of the class.

1st student: "Now that we have studied about the Holy Eucharist, will someone please tell me what the Holy Eucharist is?" After the answer is quoted from the catechism, the quizzer asks for proofs.

Student answers: Three of the evangelists relate the story of the Last Supper: St. Matthew 26, 26-29; St. Mark 14, 22-25; and St. Luke 22, 14-18. (The student reads from *New Testament*):

Jesus took bread, and blessed and broke, and gave to his disciples, and said, "take and eat; this is my body." And taking a cup, he gave thanks and gave

it to them, saying, "All of you drink of this; for this is my blood . . ."

St. Luke shows that our Lord gave the Apostles the power to change bread and wine into His Body and Blood when He said. "Do this in remembrance of me" (22, 20).

Question. Did Jesus expect the Apostles to believe this?

Answer. Yes, He did. He worked miracles before that to prepare men's minds and hearts to receive this doctrine.

Students Go Back to Cana

The students go back to the story of the marriage at Cana when Christ changed the water into wine. To answer the question, "How much water did Jesus turn into wine?" the students consulted F. J. Knecht's *Commentary on Holy Scripture*, and quoted "about 50 gallons." A student reads the story from his *New Testament*. Then on to the next promise, at Jacob's well. They note that St. John also tells this incident (4, 1-4).

Next, the Transfiguration

After this came the story of the Transfiguration, read to impress upon the class that Christ is divine—the Son of God; then the fact that twice Jesus fed a multitude of people: once He fed 5,000 men besides women and children, with five loaves of bread and two fishes, and had 12 baskets of fragments remaining; at another time He fed 4,000 men besides women and children, with seven loaves and a few little fishes. And this time there were seven baskets of fragments left over!

Student Prepares to Give Reasons

A student then summarized the reasons Jesus performed these miracles:

1. to prove the divinity of His doctrine;
2. to increase men's faith in Him;
3. to symbolize, foreshadow, and prepare men's minds and hearts for the marvelous food He gives them every day—even today in the Blessed Sacrament.

The children then list and discuss the miracles by which Jesus showed His omnipotence:

1. He walked on the water to show that He has power over nature, and that He is supernatural.
2. He calmed the waves, showing He has power over creation (When the record of this miracle is played at this time, it is very effective and realistic; the storm can be heard, and then suddenly it is calmed).
3. As soon as Jesus stepped onto the land, the sick came or were brought to Him, and even those who merely touched His garments were cured. (This foreshadowed the effects of receiving His Sacred Body in Holy Communion.)

Choral Reading

It is after a student gives Christ's words of Promise: "I am the bread which came down from heaven," that the class turn to the doctrine of the union with Christ as they read in St. John 15, 1-8, and do it in choral reading. Then the inevitable question: When was the Promise fulfilled? with its consoling answer: At the last supper.

Christ's beautiful repetition of the miracle for the two disciples at Emmaus on Easter Sunday evening is then read from the text.

Effects of Eucharist Summarized

And after a final discussion, the effects of Holy Communion upon us today are summarized:

Holy Communion unites us more intimately with Jesus;

It increases sanctifying grace in our souls;

It strengthens us in the practice of every virtue;

It cleanses us from venial sin;

It weakens our inclination to evil;

It is a pledge of our future resurrection and everlasting joy.

This done, the students decide what the results of the study should be on each of them. "It should make us realize," quotes one, "that if we want to be saved it is necessary for us to receive Holy Communion; that in Holy Communion we receive the almighty and all-knowing GOD, creator of heaven and earth; that in this way, we can be sure of His love and care of us; and that He lives in us as long as we remain in the state of sanctifying grace."

Again, it should make us remember always that Jesus is interested in the multitude as well as in the individual; and that we should pray for all in whom Jesus is interested: sinners, the Church; those suffering, mentally or physically; for all in authority; and especially for our Holy Father, the Pope, and all the clergy.

The demonstration closed with the beautifully interpreted choral reading of St. Paul's first Epistle to the Corinthians (13, 1-13), closing with the powerful: "So there abide faith, hope, and charity, these three; but the greatest of these is Charity."

ECONOMIC GEOGRAPHY: Medium for Catholic Action

*By Sister M. Sarah, O.S.F., 1640 E. Mound St.,
Columbus 5, Ohio*

LOVE OF NEIGHBOR is synonymous with the love of God. What a wonderful vista is opened to the teacher of Economic Geography!

Man cannot live and grow bodily, intellectually, and culturally except in society; therefore, all enterprise,

all spiritual and material wealth must have as their core the welfare of all people.

"That all may be one." This is the economy of God. It is the economy of the Incarnation and continued in the Mystical Body of Christ. It is the foundation of all Catholic Action.

Presence of God

This foundation is laid on the personal sanctity of each member of the apostolic group. Besides Holy Mass and the sacraments, one of our chief means of training the students toward sanctity is to teach them to remember the presence of God in their souls. We must train them to recall His presence there and often to make little acts of love, thanksgiving, and contrition as they go through the corridors, to and from school, and in between classes. It is on this bedrock of Christ-consciousness that the structure of Catholic Action can be erected.

Pope Pius XI defined Catholic Action in his letter to the Archbishop of Breslau as "... nothing other than the participation of the laity in the apostolate of the hierarchy."

The teaching nun is not of this laity, but she is a consecrated religious whose chief concern is her own ascetical progress through practices of piety and charity. Nevertheless, the dynamic teacher will look for and encourage an invigorating zeal in her students. She will promote the formation and growth of active groups by teaching the students to be community conscious—no matter in what community they may find themselves. She will endeavor to inculcate in them the desire to group themselves in order to pray, to work, and to act together under the guidance of the parish priest. All activity carried on, no matter how good and wholesome it may be in itself, must be officially recognized by the local bishop before that activity can be called "Catholic Action."

Especially Units Pertaining to Human Relationships

Through the many units presented in any book of economic geography, those pertaining to human relationship offer the best opportunity for the injection of methods of Catholic Action. The student, even though he have just a nodding acquaintance with the C. A. movement of other countries such as France, Italy and Belgium, if sparked by a fiery determination and glowing with effervescent teaching as each unit is introduced, cannot help partaking of some eagerness to "go and do likewise." He is made to feel with Pius XI that "Catholic Action is not something exterior to the Christian; it is his very rule of life."²

In the sanctification of one's environment by prayer and apostolic activity, the individual is carrying on the apostolic activity which Christ began on earth. It is our obligation as teachers to imbue our charges with a forthright knowledge of true Catholic Action; to train them to be spiritually enlightened, vocationally prepared, mentally and physically alert, and socially poised Catholics. They, in turn, may act as the leavening agents in the

sanctification of their fellowmen through the social virtues of humility, obedience, patience, justice, and charity. This can be accomplished particularly by the open practice of their religion, by assisting regularly at religious ceremonies, and by receiving the sacraments faithfully. Catholic Action speaks louder than words!

A large number of our students will seek and find employment in their own communities. Their action will be on the home front, so to speak. There each will endeavor to cast his influence on his fellowmen. "The basis of one's activities must be the normal world in which each man moves. Man does not have to be a slave to his environment. By courageous, intelligent, action, he can change it."³

³Pius XI, *Letter to Cardinal Bertram, Archbishop of Breslau on Catholic Action*.

²Pius XI, *Encyclical on Catholic Action*.

³Flynn, Rev. Anthony J., Sister Vincent Loretto, and Mother Mary Simeon, *Faith in Action* (William H. Sadlier, Inc., New York), p. 293.

Chicago Welcomes the NCEA

(Continued from page 413)

N. Welch; (2) "Function of Principals' Clubs," by Sister Hilda Marie, O.P., and "Faculty Cooperation with the Pastors," by Sister Mary Edward, O.S.U.; (3) This section is a meeting of supervisors, and a panel of eight supervisors, representative of the nation, will discuss problems presented in a survey by the department. A list of problems prepared beforehand will enable every delegate to take part in the discussion.

The Reverend Aloysius Heeg, S.J., will address the concluding plenary session of the department on Thursday morning, April 22. He takes as his subject, "Mary, Mother of God, Inspiration of Teachers." A second address, "Mary, Mother of God, Mother of Pupils," will complement the glowing tribute of Father Heeg to our Blessed Mother. Committee reports follow.

Special Education Department

The National Catholic Educational Association extends greetings and a hearty welcome to its new department, the recently organized Special Education Department. The head of the new department, the Reverend William F. Jenks, C.S.S.R., will preside over the two scheduled panels. The first panel on Tuesday afternoon, April 20, presents these speakers: The Reverend E. H. Behrmann, on "The Archdiocesan Program for the Exceptional Child in St. Louis"; Sister Inez, O.S.F., on "The Mentally Retarded Child"; Sister M. Carmelia, B.V.M., on "The Speech Defective Child," and a paper on "The Socially Maladjusted Child," by a Good Shepherd nun with years of experience in this phase of special education.

The second panel on Wednesday afternoon, April 21, will give its attention to papers prepared by experts in the field: "Work for the Atypical Child in the Archdiocese of Louisville," by the Right Reverend Mon-

Joined together in a unit with other workers, the circle of influence of each one can be widened to make possible the Christian way of life as a lasting conquest. It can be made a world-wide conquest because the C. A. movement, having its focus in Rome, is world-wide.

With the world in its present state and with nations standing back measuring one another's weaknesses and strength, we are, no doubt, preparing another large number of students to go into these foreign lands in our armed forces. They will be trained in offensive and defensive war tactics and in military occupational procedure. Now if we can train our boys and girls so thoroughly and so enthusiastically, not only to study the *material economy* of the various nations, but more thoroughly to study, to pray, and to act upon the *spiritual economy*, we are giving them a golden opportunity. We are giving them the open door for world conquest by love, for love—or charity—is the keynote of all Catholic Action.

signor Felix N. Pitt, "The Slow Learning Child," by Sister Clare of St. Mary of Providence School, "Our Experiences with Socially Maladjusted Boys," by Brother Lawrence, C.S.C., "The Orthopedically Crippled Child," by Brother Henry, C.F.A., and "The Necessity of Having a Child Guidance Clinic in Every Diocese," by Dr. Ralph D. Bergen.

The new department begs to submit that its program is not at the moment complete. Experienced teachers in every phase of special education will take part in the free discussion that follows the presentation of each paper. They will consider the particular problems presented by the speech defective child, the socially maladjusted child, the crippled child, the deaf child, and the blind child. The interchange of ideas and experiences in the establishing of diocesan guidance clinics will draw the attention of every delegate present.

Panel Discussion, A Demonstration, A Visit

Teachers of the deaf child and the hard of hearing child have a direct interest in all problems of special education, but the deaf education section of the new department has scheduled a panel discussion on "Planning for the Deaf Child's Needs," on Tuesday morning, April 20, and a demonstration, "Religious Instruction for the Deaf Child," with children from St. Francis de Paul Day School for the Deaf, Tuesday afternoon. A second panel, "Planning for the Hard of Hearing Child's Needs," will demand the special attention of the section's delegates on Wednesday morning. A visit to St. Mel's Holy Ghost Day School for the Deaf is scheduled for Wednesday afternoon. Many will have the opportunity of visiting the Ephpheta Center for Adults. The concluding session on Thursday morning, presents a panel on "Our Graduates—How we Can Hold Them."

100

DIFFERENT SIZES, STYLES OF BULLETIN BOARDS AND CHANGEABLE LETTER BOARDS

BY DAV-SON

A Dav-Son board for every job. Changeable letter directory and announcement boards, black boards, menu boards, others. Sturdily constructed, every Dav-Son board is built to last, with quality built-in for years of service.

Dav-Son Changeable Letter Directories for Lobby, Office, Outdoor Use.

- Wide Variety of Styles and Sizes
- Glass Enclosed Front
- Hardwood or Metal Frames
- Highest Quality Felt
- Absolutely Warpproof
- Also Available with 5" 5" Standards

Dav-Son Genuine Self-Sealing Cork Bulletin Boards

- Indoor and Outdoor Styles
- Hardwood or Metal Frames
- With or Without Locking Glass Doors
- World's Largest Selection

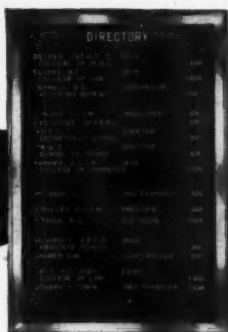
DEALER INQUIRIES INVITED
If Your Dealer Can't Supply,
Order Direct

J. F. HESTER

A. C. DAVENPORT & SON, INC.

311 N. DESPLAINES STREET, CHICAGO 6, ILLINOIS, DEPT. ABC

INSIST ON DAV-SON—YOUR BEST BUY!



Dav-Son Changeable Name Plate
Black card with white letters under
beveled plexiglass shield. Triangular
wood base in choice of Walnut, Oak,
Mahogany, Blonde or Steel Grey fin-
ish. 10 1/2" x 2 1/2".

Moore Gym Suits for big and little girls

Now, elementary girls can join their high school and college sisters in the fun of wearing colorful, flattering Moore Gym Suits. All girls love the smart good looks and comfortable fit of these sunny, Sanforized Moore suits. They're sturdily constructed to give years of wear...and appropriately priced within a school girl's budget. See all the exciting Moore Gym Suits illustrated in the new, full-color booklet, yours free on request. Or send for sample suits. Write today.



E. R. MOORE CO.

932 Dakin Street, Chicago 13, Ill.

25-34 Jackson Ave., Long Island City 1, N. Y.

1908 Beverly Blvd., Los Angeles 57, Calif.

also makers of Caps and Gowns • Choral Gowns

HOLDS PROTECTS DISPLAYS

22 DIFFERENT MAGAZINES, FOLDERS & WORKBOOKS
in less than half the floor space
of an average table!

HALVERSON ALL-METAL MAGAZINE DISPLAY RACK

Ideal for:

Libraries, study rooms, reception rooms and offices!

The most sensible "help-yourself" unit made! Keeps every copy easy to see, select and replace. Eleven functional, tilt-back pockets hold 22 different magazines, insure neat arrangement, undamaged storage and eliminates continuous tidying up. Frees table space for other uses.

Heavy gauge, all steel construction finished in Gray Hammerloid Baked Enamel fits smartly into any decor. Dignified and sturdy for a long life of convenience. Rubber feet protect floors, carpets or tables from marks and scuffs.

HALVERSON SPECIALTY SALES

1221 W. Chestnut St. • Chicago 22, Illinois

Subsidiary of MIM-E-O STENCIL FILES COMPANY



MODEL NO. 20-P

\$37.50

F.O.B. CHICAGO

Overall size: 36 inches high, 27 1/2 inches wide, 15 inches deep. Pockets 13 inches wide, 3/4 inch deep, 8 inches high at front, 11 inches at back. Shipped completely set up. No screws or bolts to assembly.

Please send me
full details about
the Model 20-P
Display Rack.

Name
Church
Address
City Zone State

CHRISTIAN READING

For a United World

ALTHOUGH THE SLOGAN, "Christian Reading for a United World" has already been used in February of this year as the theme of the 1954 Catholic Book Week, it still expresses a thought fundamental to this and to the preceding lists of recommended books, namely that the re-formation of world conditions depends upon a re-formation of individuals.

Books Not Sole But Best Means

While the reading of books is not the sole means of communicating ideas and facts and of stimulating enthusiasms pointed in the direction of re-formation, yet it is the best and most enduring. Our radio and television programs, our newspapers and magazines and pamphlets are largely too popular, too brief, and too disconnected, time-wise and idea-wise, to be very effective. Like advertising, they repeat the catch-phrases and lead concepts; unlike books, they have not the space to delve into the historical antecedents of contemporary problems.

Can Effect on Improved Society

In the human economy good books supply the worthwhile ideas and facts to enlighten the mind, to stimulate the will to act properly, and to furnish that element of re-creation needed periodically to keep both mind and will at their best. Good reading, with the grace of the Holy Spirit, can effect an improved society through improved individuals.

The list of suggested titles that follows is built from several sources: the personal reading of the compiler, the recommendations of outstanding reviewers in *America*, *Best Sellers*, *Books on Trial*, *The Sign*, and the opinions of other compilers, such as the specialist contributors to *The Catholic Booklist, 1954* (edited for the Catholic Library Association by Sister Stella Maris, O.P., St. Catharine Junior College, St. Catharine, Ky. 73p. 75¢). This annual compilation annotates the outstanding titles of late 1952 and most of 1953 under the headings of Bibliography and Reference, Biography, Education, Fiction, Fine Arts, History and Description, Literature, Mission Literature, Philosophy, Religion, Social Sciences, and Children's and Young People's Books.

Another Perennial

Another perennial, now celebrating its fiftieth year,

is that indispensable tool, the *National Catholic Almanac*, which combines so well a compendium of essential facts with the addition of outstanding documents of the year covered, such as the papal encyclicals, the annual message of the American bishops, etc. Speaking of papal documentation, there is scheduled for release in the month of April the first number of *The Pope Speaks*, a new quarterly which will give in English the texts of all papal documents of the preceding quarter. This may well prove to be the outstanding new Catholic periodical of 1954.

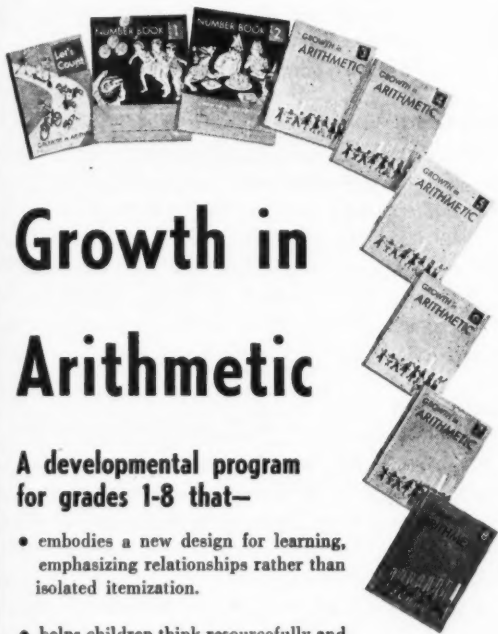
New Catholic Reprint Series

Of great significance for the future of the book and educational world, was the announcement in February 1954, of Image Books, a completely new line of Catholic paper-covered, pocket-size books, sponsored by Doubleday and Co. Image Books will include reprints of classical writings in Christian theology, devotion, philosophy, education, and history; biographies, novels, and poetry; and books on contemporary social problems. Among the first titles will be *Our Lady of Fatima*, by William T. Walsh, with a new introduction; *Damien the Leper*, by John Farrow; *The Spirit of Catholicism*, by Karl Adam; *A Popular History of the Catholic Church*, by Philip Hughes; two novels: *The Diary of a Country Priest*, by Georges Bernanos and *Mr. Blue*, by Myles Connolly.

In addition to these reprints there have been announced two titles especially edited for this series: *The Church Speaks to the Modern World: The Social Teachings of Leo XIII*, edited and with an introduction by Etienne Gilson; and, St. Thomas: *On the Truth of the Catholic Faith, Volume I: God*, translated and with introduction and notes by Anton C. Pegis. The majority of Image Books will be sold at prices of twenty-five, thirty-five, and fifty cents. Attractive new covers based on original art work have been designed. The publication date, when these titles will appear in stores and on newsstands, will be September 1954; a few, however, are now in process of manufacture and may be available for inspection at the April meetings of the National Catholic Educational Association and the Catholic Library Association. Future announcements on new titles and methods of distribution may be obtained by writing John Delaney, Editor, Image Books, Doubleday and Co., New York 22, N. Y.

Linking Concept to Concept

helping to teach arithmetic easily, efficiently, with real effectiveness in thousands of schools . . . a series that gives children confidence in their own ability to solve problems and think with numbers—motivating them to increased learning through satisfaction and success.



Growth in Arithmetic

A developmental program for grades 1-8 that—

- embodies a new design for learning, emphasizing relationships rather than isolated itemization.
- helps children think resourcefully and creatively, instead of by rule or rote.
- encourages pupils to think problems out for themselves.
- offers a wealth of practice material rich in content—continually measuring and maintaining learning.
- meets pupils' individual needs—serving the slow learner, still challenging the gifted.

THE PROGRAM

Let's Count (readiness)
Number Books 1 and 2
Textbooks for grades 3-8
Test Booklets for grades 3-8
Arithmetic Workbooks for grades 3-8
Arithmetic Grade Placement Chart
Notes for the Arithmetic Teacher
Outline for Teaching Arithmetic

THE AUTHORS

John R. Clark
Charlotte W. Junge
Harold E. Moser
Caroline Hatton Clark
Rolland R. Smith
Francis G. Lankford, Jr.

Information material on GROWTH IN ARITHMETIC and special service leaflets, "Notes for the Arithmetic Teacher," are available to teachers and school administrators. For your copies, write



WORLD BOOK COMPANY

Yonkers-on-Hudson, New York
2126 Prairie Avenue, Chicago 16

As we were saying,



Good things come in small packages

The POCKET EDITION of the KNOX NEW TESTAMENT

is ready. There are four bindings, Paper or leatherette, \$1.50, Cloth, \$2.00, Presentation, Black leather, gold stamping and edges, silk ribbon, \$6.00.

It's at your bookstore. If you think of adopting it for class use, you can have an examination copy for 60 days from us. Or you can see it at the

CATHOLIC EDUCATIONAL CONVENTION (Booth 13)

It won't be alone, naturally: we are bringing all the books we think you will like, a brand new Educational Catalog and other useful free material. We'll be looking for you.

SHED & WARD

New York 3

Commentary on Scripture

A Catholic Commentary on Holy Scripture (Nelson, \$15.00), sponsored by the Catholic Biblical Association of Great Britain, certainly deserves to be designated as the outstanding new reference work of the year. Under the general editorship of Dom Bernard Orchard, this convenient volume of 1300 double-column pages provides the best available compendium of modern knowledge and the best synthesis of scholarship both on the general aspects of the Bible (e.g., "The Place of the Bible in the Church," "History of the Rheims-Douay Version," "Literary Characteristics," etc.) and the particular books. The appearance of this basic scriptural work points again to the need for the early completion of the *Catholic Encyclopedia Supplement*. In Europe one of the most significant post-war developments has been the appearance of Catholic encyclopedias in Italian, Spanish, French, German and Dutch; our own, unfortunately, has lagged. Perhaps this Commentary will provide a stimulus.

Some High Spots on List

Before proceeding directly to the annotated list of books, it might be well to point out some of the high spots. In a compact work the Catholic Association for International Peace showed *The Role of the Christian in the World for Peace* by applying basic principles to such contemporary problems as relief and migration, food for the world, communism, public opinion and the world order, and the United Nations. In Education one will note a trend toward criticisms of progressive education, evaluations of college programs, and an outstanding, long-awaited title in sex education, Father Sattler's *Parents, Children and the Facts of Life*. In Fiction the historical novels by Charles Brady, Louis de Wohl, Bruce Marshall and Conrad Richter deserve

mention. The Rev. Harold Gardiner's fourth volume on *Great Books, a Christian Appraisal* completes a fine project, while his *Norms for the Novel* provides a handy set of principles for readers and reviewers.

Some important reprints in History were: Billington's *Protestant Crusade*, Prescott's *Mary Tudor*, and William T. Walsh's *Philip II*; an indication that a good book is never lost. Among the works in Philosophy, Fecher's analysis of Maritain's work, Hildebrand's *Christian Ethics* and his *New Tower of Babel*, and Kirk's *The Conservative Mind* stand out.

Renewed Emphasis on Vocations

The relative decline in vocations has brought renewed emphasis on the sisterhood: De Hueck, *Dear Sister*; Dorcy, *Shepherd's Tartan*; Kane, *Why I Entered the Convent*; Sr. Mary Gilbert, *The Springs of Silence*; Moffatt, *Listen Sister Superior*; on the priesthood: McWilliams, *Parish Priest*; Marmion, *Christ the Ideal of the Priest*; Trese's *Man Approved*; and on monasticism: Lekai, *The White Monks*.

Family Life

Family life receives its attention in Cissell's *Stretching the Family Income*, Walsh's *Promises to Keep*, and Ward's *Be Not Soliticious*. A fresh look at declining population was the O'Brien symposium on *The Vanishing Irish*. Another symposium, edited by Rev. Joseph Moody, *The Church and Society*, provided an encyclopedic interpretation of socio-political-religious developments in the West during the past 150 years. Science, as usual, is poorly represented although one title, F. S. Taylor's *Men and Matter* reflects a convert's integration of scientific and Christian thought.

Those are but a few of the 200 and more titles hereafter described. The choice is now yours.

ANNOTATED LIST OF SELECTED BOOKS

EDUCATION

Bestor, Arthur. *Educational Wastelands; the Retreat from Learning in Our Public Schools*. U. of Illinois. 226p. \$3.50.

The thesis of this historian-teacher is that our professional teacher-training agencies do not produce good teachers, partially because of their neglect of sound liberal arts training.

Cunningham, William. *General Education and the Liberal College*. Herder. 286p. \$4.

A worthwhile synthesis and evaluation of various administrative-faculty programs in the improvement of higher education.

Cutts, Norma and Mosely, Nicholas. *Bright Children; a Guide for Parents*. Putnam. 238p. \$3.50.

Intended primarily for parents (and teachers) of children with I.Q.'s over 120, it discusses determination of intellectual level, home discipline, choice of private or public school, etc.

Fairchild, Hoxie. *Religious Perspectives in College Teaching*. Ronald. 460p. \$4.50.

Originally sponsored by the E. W. Hazen Foundation, these essays on the place of religion in teaching anthropology, biology, economics, English literature, music, physical science, political science, psychology, sociology, philosophy and teacher preparation are quite provocative, al-

though the last four subjects are in need of careful rewriting.

Fitzpatrick, Edward. *Philosophy of Education*. Bruce. 477p. \$4.

The author aims at doing "for religious humanism what Dewey's *Democracy and Education* did for naturalistic education."

A mature evaluation of basic principles by the president of Mount Mary College.

Heck, Arch. *The Education of Exceptional Children*. McGraw-Hill. 514p. \$6.

A competent survey of the entire field of education of mentally, physically and socially handicapped and exceptional children.

Hollingshead, Byron. *Who Should Go to College*. Columbia University Press. 190p. \$3.

A comprehensive look at the higher-educable portion of our population, and a comparison of the advantages of the two and four year programs of community junior colleges and the four year full colleges. Cited as a "sound corrective of the sentimental egalitarianism of the Report of the President's commission on *Higher Education for American Democracy*."

Keller, James. *All God's Children. What Your Schools can do for Them.* Hanover House. 292p. \$2.

The place that God has and should have in American education. Appendices give reference material, such as quotations paying tribute to God from each president, and the recognition of God in the texts of forty-seven state constitutions.

Lynd, Albert. *Quackery in the Public Schools.* Little, Brown. 282p. \$3.50.

A school board member in a Massachusetts town, formerly a history teacher, presents an uncompromising attack on "progressive educationalists," accusing them of maintaining a bureaucratic hold on the public school system.

McGlade, Joseph. *Progressive Educators and the Catholic Church.* Newman. 164p. \$3.25.

His thesis is that the progressive educators (Kilpatrick, Bode, Childs, Hook, Kallen and Brameld) are unscholarly and weak in their presentation of Catholic thought and practice.

Russell, William. *Teaching the Christian Virtues.* Bruce. 200p. \$2.75.

Addressed to teachers, this manual emphasizes the virtues only and is not intended as a general text in religion. Partial contents: Faith. Hope. Love. Worship. Socialness. Generosity. Compassion and Forgiveness. Courage. Repentance. Self-Denial.

Sattler, Henry. *Parents, Children and the Facts of Life.* St. Anthony Guild. 370p. \$3 (Paper, \$1.50).

The most sound and realistic approach yet made to a difficult subject. He outlines the actual content of Catholic sex education which "should be religious, moral, emotional, psychological and physiological, and in that order of importance. It should also embrace warnings of danger and proximate preparation for marriage.

Sheed, Frank. *Are We Really Teaching Religion?* Sheed & Ward. 35p. 75c.

Like his *Ground Plan for Catholic Reading* this evaluation is worthy of careful attention and constant re-reading.

Woodring, Paul. *Let's Talk Sense about Our Schools.* McGraw-Hill. 213p. \$3.50.

The author, a professor of education at Western Washington College, presents a



**practical
proved
solution**

**to modern
classroom
needs**

Easily moved by student for conventional straight row room arrangements...or for grouping to fit intra-classroom project needs. Designed for flexibility in use by student to provide posture comfort and ease in reading, writing, drawing and manipulative tasks. Desk top equipped with adjustable friction-disc hinges to protect student's fingers and give quiet closure. Modern in every detail.

STUDY TOP MODEL

Model No. 551...same as No. 550, but with solid hardwood study top desk.



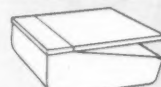
For complete information... write for new Catalog No. 54.

ARLINGTON SEATING COMPANY

plant and general offices
Arlington Heights • Illinois



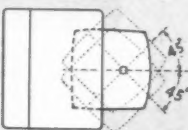
in closed position, desk top rests at 10° angle for ease in reading, writing, drawing



for manipulative tasks, desk top easily set at level



desk top raises and closes on positive friction hinges. Safe and quiet. Book box gives ample storage area



seat swivels up to 45° in either direction to conform to any natural turn of the student's body

Education

(Cont.)

balanced discussion of current trends, but with an attitude generally against the "progressive" group.

Zimmer, Augusta, Sister. *Art in Catholic Secondary Schools.* Catholic University of America Press. 189p. Paper, \$2.25; cloth, \$3.

The proceedings of the workshop on art, conducted at the Catholic University of America June 13-24 (1952).

RELIGION

Auclair, Marcelle. *St. Teresa of Avila.* Pantheon, 457p. \$4.95.

A living biography of the great spiritual writer and religious reformer. With illustrations taken in Carmelite cloisters.

Beevers, John. *The Sun Her Mantle.* Newman. 228p. \$3.25.

An account of the apparitions of the Blessed Virgin from 1830 to 1933, during which time she appeared at nine different places in Europe. Special emphasis given to La Salette and Fatima.

Bernard of Clairvaux, St. St. Bernard of Clairvaux Seen Through His Selected Letters. Regnery. 276p. \$3.50.

A selection of the more famous letters, newly translated and with historical introductions by Rev. Bruno Scott James. Foreword by Thomas Merton.

Bruckberger, R. L. *Mary Magdalene.* Pantheon, 192p. \$3; annotated text edition, \$4.

An interesting attempt at an historical reconstruction of the life and times of Mary of Magdala.

Caraman, Philip. *Saints and Ourselves.* Kenedy. 146p. \$2.50.

Personal studies of favorite saints by Donald Attwater, Robert Speaight, Herman Grisewood, Sheila Kaye-Smith, Douglas Hyde, J. B. Morton, Edward Sackville West and others.

Catherine Frederic, Sister. . . . and Spare Me Not in the Making. Bruce. 96p. \$2.

The meaning of the life of a novice as reconstructed from a diary.

Clare of Assisi, St. *The Life and Writings of St. Claire of Assisi.* St. Bonaventure, N. Y.: Franciscan Institute. 177p.

A volume inspired by the seventh centenary of the death of St. Clare. Many of the documents on her life have been translated directly from the Latin.

Clarkson, Tom. *Love is My Vocation.* Farrar, Straus and Young. 213p. \$3. A mature and imaginative portrait of St. Therese, the Little Flower.

Daniel-Rops (pseud.) *St. Paul.* Fides. 163p. \$2.75. A popular biography.

De Hueck, Catherine. *Dear Sister.* Bruce. 80p. \$2. Letters of praise and of constructive criticism addressed to religious women.

Doherty, Eddie. *Lambs in Wolfskins.* Scribner. 228p. \$3.25.

This initial volume of the life of St. John Bosco carries the account to 1858 when he secured the necessary permission to start the Salesians who now number over 15,000 members.

Dorey, Sister Mary Jean. *Shepherd's Tarten.* Sheed & Ward. 179p. \$2.50. A clear and entertaining account of convent life written by a successful writer of children's books.

Farrell, Walter. *Only Son.* Sheed & Ward. 244p. \$3.50.

A life of our Lord of which an almost complete MS. was left before the author's death; it has been completed by taking chapters on the Passion and Resurrection from the *Companion to the Summa*.

Felder, Hilarin. *Jesus of Nazareth.* Bruce. 353p. \$4.75.

The author of *Christ and the Critics* presents a positive exposition of the entire person of Christ, whereas the former book had more of a negative orientation. Well documented.

Ford, Francis Xavier, Bp. *Stone in the King's Highway.* McMullen. 297p. \$3. A semi-autobiography of the recently martyred Maryknoll bishop with selections of his writings on China and mission methods, edited with an introductory memoir by Most Rev. Raymond Lane, Superior General of Maryknoll.

Francis of Assisi, St. *The Little Flowers of St. Francis.* Newman, 245p. \$3.50.

"The text and arrangement of this edition is identical with that of the pre-war Orchard Series edition first published in 1926 under the editorship of Dom Roger Hudleston, O.S.B. With an introduction by Paulinus Lavery, O.F.M.

Fremantle, Anne. *A Treasury of Early Christianity.* Viking. 625p. \$6.

A cross-section from the writings of the early Fathers of the Church, Eastern and Western, arranged in a broad, topical pattern. Contents: The Christian ideal. The martyrs. The arguments: attacks and apologies. The definitions: The life of prayer. The monks. Poetry.

1954 THE PERFECT GIFT FOR THE MARIAN YEAR 1954



Our Holy Father, Pope Pius XII, dedicating this year to our Blessed Lady, proclaims 1954 The Marian Year.



Celebrate this Holy Year by using and giving the Missal dedicated to Our Blessed Mother . . .

THE NEW MARIAN MISSAL FOR DAILY MASS

by
REV. SYLVESTER P. JUERGENS, S.M.

- Large Type.
- Easy to follow—less turning of pages.
- Ordinary contains special instructions to assist those who have never used a Missal.

BEAUTIFUL BINDINGS

<p>No. 301 — Imitation Leather, Red Edges \$2.75</p> <p>No. 310 — Simulated Leather, Gold Edges \$5.50</p>	<p>No. 410 — Genuine Leather, Gold Edges \$7.50</p> <p>No. 419 — De Luxe, Leather-lined, Gold Edges \$9.50</p>
--	--

At your local dealer

THE REGINA PRESS

54 Park Place
New York 7, N. Y.

Religion

(Cont.)

Calvin, James, C.Ss.R. *Listen, Vienna.* Esopus, N. Y.: Perpetual Help Press. 307p. \$3.

A life of St. Clement Mary Hofbauer, C.Ss.R., 1751-1820, one of the first street corner preachers, who fought the movement of the Enlightenment in Austria.

Gillis, James. *So Near is God.* Scribner. 210p. \$3.

The former editor of *The Catholic World* presents some "essays on the spiritual life."

Grandmaison, Leonce de. *We and the Holy Spirit.* Fides. 223p. \$3.75.

A collection of talks originally directed to members of the teaching apostolate. Contents: Docility to God. Apostolic labor. Prayer. Source of the apostolic life. The purification of the apostle. Apostolic joy.

Homan, Helen. *Star of Jacob.* McKay. 329p. \$3.75.

Life of the Venerable Francis Libermann, convert from Judaism, who became the founder of the Immaculate Heart of Mary order for work among the Negroes in the French Colonies and Africa.

Howell, Clifford. *Of Sacraments and Sacrifice.* Liturgical Press. 171p. \$2.50.

"The finest popular exposition of the whole question of worship (and liturgy, which is worship's vehicle), which I have seen. . . . A book for Everyman." Rev. Leo Trese, *Commonweal*, Feb. 6, 1953.

Huslein, Joseph. *Channels of Devotion.* Bruce. 221p. \$4.

The history, the practice and the doctrine of devotions to the Christ Child, the Blessed Virgin, St. Joseph, the Sacred Heart, the Holy Eucharist, the souls in purgatory, our guardian angels and the heart of the Little Flower, St. Therese.

Kane, George, Ed. *Why I entered the Convent.* Newman. 214p. \$2.50 (paper \$1). Twenty-one autobiographies written by members of different religious orders. Introduction by Archbishop Cushing.

Kennedy, John. *Light on the Mountain.* McMullen. 205p. \$3.

An account of the Marian apparition of 1846 at La Salette.

Kernan, William. *My Road to Certainty.* McKay. 204p. \$3.

The autobiography of a recent convert from the Episcopalian ministry. The author is well known as a writer and broadcaster who initially achieved recognition through responses to Father Coughlin.

Kevin, Neil. *Out of Nazareth.* McKay. 189p. \$2.75.

A fresh interpretation of many outstanding scenes and events from the Gospels.

Lekai, Louis. *The White Monks.* Okauchee, Wis.: Cistercian Fathers. 317p. \$4.75.

An illustrated history of the Cistercians or Trappists.

Louvel, Francois and Putz, Louis. *Signs of Life.* Fides. 134p. \$2.75.

Popular presentation of sacramental theology and liturgy, reprinting the texts of all Fides Albums on Baptisms, the Mass, Marriage and the Priesthood, and adding new texts for the remaining sacraments.

McDonnell, Killian. *Nothing but Christ. A Benedictine Approach to Lay Spirituality.* Grail. 185p. \$2.

Meditations based on the Rule of St. Benedict on such topics as God, Holy Spirit, man, reverence, humility, spiritual reading, authority, conversion of morals, mortification, family life, work, hell, heaven and the Trinity.

McWilliams, Le Roy. *Parish Priest.* McGraw-Hill. 250p. \$3.75.

An intimate and warm account of thirty-five years of parochial work at St. Michael's Parish, Jersey City.

Marie-Eugene, P. *I Want to See God.* Fides. 549p. \$5.75.

American Envoy Desk no.362

"Best buy"
in its field!

Comfortable, relaxed sitting that fosters attentiveness and efficient performance is assured by this durable, lightweight die-formed unit. The formed plywood seat with short roll edge front, and deep-curved back with self-adjusting lower rail provide proper posture support for a wide range of student sizes.

Rigid strength that eliminates squeaks, and hardened-metal, rubber-cushioned glides help maintain quietness in the classroom. Adjustable support clips beneath the seat back avoid clothes-catching hazard. Top slopes 10° for writing comfort, and is adjustable for height by never-fail, wrap-around clamp. Roomy, sanitary book-compartment.



American Bodiform Auditorium Chairs

Full-upholstered—the ultimate in beauty, comfort, durability and acoustical benefit. Available with or without folding tablet-arm. *American Bodiform Pews* and other Church Furniture embody matchless beauty, appropriateness, durability. Consult us on your requirements.

American Seating Company

Grand Rapids 2, Mich. Branch Offices and Distributors in Principal Cities. Manufacturers of School, Auditorium, Theatre, Church, Transportation, Stadium Seating, FOLDING CHAIRS.

**NOT JUST "BRAND NEW"
—THIS 1954 GEOGRAPHY
IS TRULY MODERN—**



**HOMELANDS
of the
AMERICAS
by
Thurston
and
Hankins
5th Grade**

Richly illustrated with over 300 pictures, many of them full color kodachromes, and with new-style maps, graphs, and superb visual aids, this truly modern text emphasizes both the regional and the political aspects of our New World geography.

And for the 4th grade there is an equally modern and attractive text in the same series, by the same authors, **HOMELANDS OF THE WORLD**. You really ought to see these modern geographies.

**IROQUOIS
PUBLISHING COMPANY, Inc.**
P. O. Box 1315 SYRACUSE, N. Y.
New York Chicago Atlanta Dallas

Religion

(Cont.)

An introduction to Carmelite spirituality, revolving around the first three mansions of the *Interior Castle* of St. Teresa of Avila.

Marmion, Columba. *Christ, the Ideal of the Priest.* Herder. 352p. \$4.50.

Both the positive and negative aspects of the spiritual life are developed.

Mary Gilbert, Sister. *The Springs of Silence.* Prentice-Hall. 173p. \$2.95.

An intimate picture of convent life, chiefly as represented in the Congregation of the Sisters of the Holy Names of Jesus and Mary.

Merton, Thomas. *Bread in the Wilderness.* New Directions. 146p. \$6.

A contemplative writes on the meaning of the Psalms. Illustrated with photographs from the famous crucifix of the Cathedral of Perpignan in Southern France.

Merton, Thomas. *The Sign of Jonas.* Harcourt, Brace. 362p. \$3.50.

This is a diary of his monastic life for the period from Dec. 10, 1946 to July 4, 1952.

Moffat, John. *Listen, Sister Superior.*

**FOR ANY
LIQUID (Spirit or direct process) DUPLICATOR**

May we show you why

**CONTINENTAL
SCHOOL MASTERS**

have, in a few short years, become recognized as the ultimate in satisfactory performance.

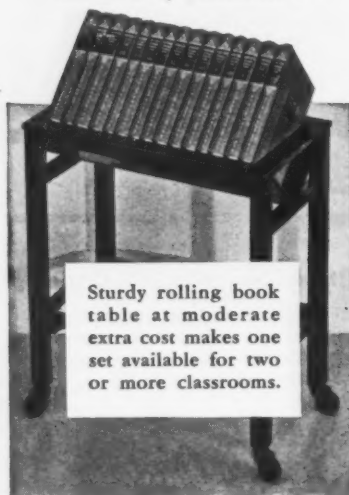
Pre-printed masters available in:—

- ▷ ENGLISH ▷ ARITHMETIC
- ▷ PHONICS ▷ READING
- ▷ SEASONS ▷ OUTLINE MAPS
- ▷ SCIENCE ▷ SOCIAL STUDIES

**THE
CONTINENTAL PRESS**
Elizabethtown, Pa.

**COMPTON'S
Pictured
ENCYCLOPEDIA**

Highest Recommendation from
Catholic and Public School
and Library Authorities



Sturdy rolling book table at moderate extra cost makes one set available for two or more classrooms.

THE CLASSROOM ENCYCLOPEDIA



Compton's is recognized as a must in the school library. Letters from thousands of teachers also prove that a set of Compton's reaches its peak of value when used right in the classroom. A "classroom Compton's" (with section of Fact-Index at back of each volume) stands ready to answer quickly the thousand-and-one daily questions that should be answered when and where they arise.

Continuously revised to keep in step with ever-growing school and library needs. 1280 pages added since 1949 — an expansion of more than two full volumes. The most modern, most up to date, greatest value in the reference field.

Teachers, Principals and Supervisors attending the N.C.E.A. Convention in Chicago, April 19-22 are cordially invited to call at the Compton booth (No. 159), Exhibit Hall, Conrad Hilton Hotel — ask for free samples of Teaching Units and reprints from the 1954 Compton's.

Write for prices and easy terms. F. E. COMPTON & COMPANY, 1000 N. Dearborn St., Chicago 10

Religion

(Cont.)

McMullen, 208p. \$2.75.

Brief chats on such topics as: At the controls, Spiritual mother, Common life, Silence is golden, Immolation, Humble of heart.

Neill, Thomas. *Religion and Culture.*

Bruce. 73p. \$2.75.

Man's relationship to God and the spiritual struggle of our times is the theme.

Nevils, W. C. *A Moulder of Men. Apostleship of Prayer.* 248p. \$3.

A life of John H. O'Rourke, S.J., an outstanding retreat master and editor of the *Messenger of the Sacred Heart*, who died in 1929.

Nugent, Francis. *A Spiritual Reader.*

Newman. 210p. \$3.50.

A selection from twenty-five authors of the past fifty years, intended to serve both lay and religious with "pleasant reading and solid spirituality."

O'Brien, John, Ed. *The Way to Emmaus.*

McGraw-Hill. 368p. \$4.

Thirty personal stories of conversions to Catholicism. Illustrates the diverse ways in which men and women of varying racial and religious backgrounds found and traveled the way to incorporation into the Church.

Oursler, Fulton. *The Greatest Faith Ever Known.* Doubleday. 383p. \$3.95.

Based on the Acts of the Apostles, this is a popularized version of the early years of Christianity, completing the trilogy on the Bible. There is a separate Catholic edition with the *Imprimatur*.

Poelman, Roger. *How to Read the Bible.*

Kenedy. 113p. \$1.50.

A translation from the French.

Raymond, M. *The Less Traveled Road.*

Bruce. 250p. \$3.50.

"A memoir of Dom Mary Frederic Dunne, O.C.S.O., first American Trappist Abbot" (of Gethsemani, Ky.). Illustrated.

Retif, Andre. *John the Baptist, Missionary of Christ.* Newman. 122p. \$2.50.

A spiritual biography, showing the influence of John on future missionaries and parish priests.

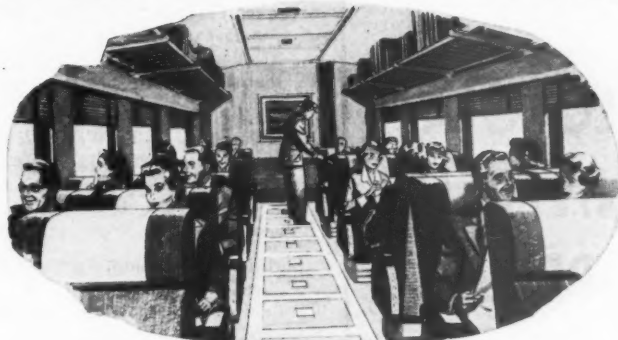
Ricciotti, Giuseppe. *Paul the Apostle.* Bruce. 540p. \$7.50.

A scholarly, illustrated biography, part of the trilogy with *The Life of Christ* and *The History of Israel*. The opening third of the book is devoted to historical, social, and geographical background.

Rively, William. *The Story of the "Romance."* Rinehart. 241p. \$3.50.

The account of a missionary's journeys

You feel at home on a train because it's a house on wheels!



Passenger trains have come a long way since the early days of American railroading. Modern passenger cars are of light, high-strength alloy steels or aluminum. Most are air-conditioned, many are equipped with indirect lighting, individual side lights, large windows and individual seats with adjustable backs and footrests.



When you're traveling overnight, Pullman cars with comfortable berths, roomettes, bedrooms and drawing rooms are at your service. Space-saving ideas incorporated in these cars include beds that pull down from the wall, built-in closets for clothing and luggage, and compact toilet facilities. Some have folding walls which can be opened up to make a suite.



When it's time to eat, you just walk into the "traveling restaurant" or dining car. America's railroads serve almost 80,000,000 meals every year. In tiny kitchens, which are about 7½ x 16 feet and marvels of compact organization, as many as 400 meals a day are prepared. To supply these meals requires the best efforts of four cooks and seven waiters.



For your relaxation and enjoyment, many trains have a club car. Specially large windows, thick luxurious carpets and draperies are standard appointments in these fine cars. Here you can sit back in an easy chair as comfortable as the one in your own living room. And, if you tire of the scenery, there are tables for games and, if you wish, a beverage or snack.



And to assure you a fast, comfortable, safe journey, today's trains are hauled by modern locomotives that are marvels of power and efficiency. These trains carry more than 400 million passengers on journeys totaling 30 billion miles a year. And they do it in such comfort and safety that you feel as though you were in your own home!

ASSOCIATION OF AMERICAN RAILROADS

WASHINGTON 6, D. C.

Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 12.



You'll enjoy **THE RAILROAD HOUR** every Monday evening on NBC

LOYOLA UNIVERSITY PRESS

WELCOMES

N.C.E.A.
to
Chicago

Booth 44
April 19-22

Religion

(Cont.)

in the barkentine "Romance" to posts in his mission area covering over 100,000 square miles.

Royer, Fanchon. *The Tenth Muse.* St. Anthony Guild. 179p. \$2.50.

The life of Sor Juana de la Cruz, a Mexican scholar-nun of the seventeenth century.

Sandhurst, B. G., Ed. *We Saw Her.* Longmans, Green, 226p. \$3.

An account of St. Bernadette of Lourdes as seen through the reports of eyewitnesses.

Sertillanges, Antonin. *Rectitude.* McMillen. 244p. \$2.95.

Brief meditations on the deep and intimate questions of Christian life.

Sheppard, Lancelot. *Barbe Acarie: Wife and Mystic.* McKay. 210p. \$3.50.

"A sympathetic, well-balanced biography of a sixteenth-century mystic who achieved her sanctity during thirty-one years of married life, in the course of which she bore six children. Thousands of conversions are ascribed to her work" (Francis A. Filas, *America*, May 2, 1953). The friendship of St. Francis de Sales had a great influence.

Siwek, Paul. *The Riddle of Konnersreuth.* Bruce. 228p. \$3.50.

"A psychological and religious study." With an approving letter from Abp. Alfonso Carinci, Secretary of the Sacred Congregation of Rites.

Suhard, Emmanuel, Card. *The Church Today.* Fides. 371p. \$4.75.

A translation of some of his chief pastorals dealing with the Providence of God, the parish community, the Church and private property, the Christian family and other topics. Bishop John Wright of Worcester summarizes his principal ideas in an introduction.

Thérèse, St., O.Carm. *Christian Simplicity in St. Thérèse.* Edited by Michael Day. Newman. 133p. \$2.50.

Sub-title: The place of St. Thérèse of Lisieux in Christian spirituality. The editor's purpose is to study the deeper theological implications of her "little way" and to rescue it from sentimentality.

Thurston, Herbert. *Familiar Prayers.* Newman. 200p. \$3.50.

Essays, reprinted from *The Month*, on the Sign of the Cross, Our Father, Anima Christi, Veni, Sancte Spiritus, Confiteor, Hail Mary, Salve Regina, Regina Caeli, Memorare, De Profundis, and the Gloria Patri.

Visit
The

WINSTON BOOTHS 86 and 87

at the 51st annual convention of the NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION in Chicago, April 19-22

and see

WINSTON'S NEW ARITHMETICS

by—Brueckner, Merton, Grossnickle

The only builders of a complete arithmetic program for grade 1 through 8.

TEXTBOOKS

Seeing Numbers (Text-Work-book), Gr. 1

Finding Numbers (Text-Work-book), Gr. 2

Discovering Numbers, Gr. 3

Learning Numbers, Gr. 4

WORKBOOKS & MANUALS

Grades 1-8

MANIPULATIVE DEVICES

"Number As the Child Sees It"

Exploring Numbers, Gr. 5

Understanding Numbers, Gr. 6

Thinking With Numbers, Gr. 7

Knowing About Numbers, Gr. 8

PROFESSIONAL BOOK

"Making Arithmetic Meaningful"

ARITHMETIC NUMBER GAME

"Spinno"

THE JOHN C. WINSTON COMPANY

1010 Arch Street • Philadelphia 7, Pa.

MARY V. BOURKE, Director Catholic Education

Religion

(Cont.)

Trese, Leo. *A Man Approved.* Sheed & Ward. 152p. \$2.25.

A series of clerical retreat conferences dealing with the priesthood; a sequel to *Vessels of Clay*.

Williams, Watkin. *St. Bernard of Clairvaux.* Newman. 423 p. \$7.

An illustrated, documented biography and a history of the times, published in connection with the seventh centenary celebration.

Woods, Ralph. *A Treasury of Catholic Thinking.* Introduction by Rev. James M. Gillis, C.S.P. Crowell. 378p. \$5.

The "purpose . . . is to give authoritatively, simply, and forcefully the Catholic view of life in all its aspects in the world today." The selections are drawn from 130 authors, ranging in time from St. Augustine to Pius XII. Contents: God. Man's origin, nature, and destiny. Man's freedom, duties, and potentialities. Man's relations with his fellowman. Man's role in society. Man as a citizen of the world. The Church's credentials, universality, and continuity. The Church as an organism and teacher. The Church as an organization. The Church and the state. The material world. The spiritual world. Index of authors with biographical notes and sources.

Wu, John. *The Interior Carmel.* Sheed & Ward. 257p. \$3.25.

The purpose is to show "that man can live in the world with the spirit of the cloister applied to daily life" (Preface).

CONTEMPORARY AFFAIRS

Barrett, Edward. *Truth is Our Weapon.* Funk & Wagnalls. 355p. \$4.

The author, a former assistant secretary of state, discusses the U. S. Information Service as an important phase of public relations.

Berman, Harold. *The Russians in Focus.* Little, Brown. 209p. \$3.

This portrayal of everyday life within the U.S.S.R. is a handy introductory guide; the types "in focus" are a peasant, a worker, a soldier, a school-teacher, a journalist and a doctor.

Catholic Association for International Peace. *The Role of the Christian in the World for Peace.* C. A. I. P. 156p. \$2.

The report of the 1952 meeting dealing with such topics as relief and migration,

food for the world, international economic life, technical assistance, Communism, the U.N. as a peace agency, and public opinion and world order.

Chamberlin, William. *Beyond Containment.* Regnery. 406p. \$5.

The author of *The Second Crusade*, a trained report on the Soviet for several decades, makes a critical analysis of American-Soviet foreign policy.

Churchill, Winston. *Triumph and Tragedy.* Houghton, Mifflin. 800p. \$6.

The sixth and final volume of the history of World War II.

Dean, Vera. *Foreign Policy without Fear.* McGraw-Hill. 220p. \$3.75.

A seasoned writer dissects our foreign policy; she looks upon communism primarily as an economic system.

Douglas, William. *North from Malaya.* Doubleday. 352p. \$3.95.

An account of political and economic problems as seen by a Supreme Court Justice in the summer of 1952; the areas described are Malaya, the Philippines, Vietnam, Burma, Formosa, and Korea.

Earl, Lawrence. *The Battle of Baltinglass.* Knopf. 250p. \$3.

Doubleday & Company, Inc.

CORDIALLY INVITES YOU TO VISIT
BOOTH NUMBER 228 AT THE

*National Catholic Educational
Association Convention*

Introducing two notable projects in Catholic publishing which will be of great interest to all Catholic educators



THE CATHOLIC TEXTBOOK DIVISION

presenting a new Science program for Catholic Elementary Schools and announcing a Social Studies program for Catholic High Schools



IMAGE BOOKS

"making the world's finest Catholic literature available to all . . ."—a new series of low-priced, pocket size, paper bound books

Descriptive material available upon request

DOUBLEDAY & COMPANY, INC.

575 MADISON AVENUE
NEW YORK 22, N. Y.

Attention: Department CB

Contemporary Affairs

(Cont.)

An account of the political revolution in Ireland when a political appointee was made postmaster of Baltinglass rather

than Miss Helen Cooke, who deserved the position. In the comment of Mr. Lear, "Perhaps never before had such a seeming triviality inspired so democratic an adventure."

*At the Catholic Education Convention in Chicago,
please visit BOOTHS 223 - 224.*

Silver Burdett's NEW spelling program — **WORD POWER THROUGH SPELLING**

Catholic Edition

by Sister M. Josephina, C.S.J., Sister M. Florence, S.S.N.D.,
Sister M. Pierre, S.S.N.D., and Dr. Lillian E. Billington.

will be featured. You will wish to examine
the available materials and discuss
the program with our educational representatives.

Of course, we will also display our programs in
arithmetic, reading, literature, geography, history,
science, and music.



SILVER BURDETT COMPANY

45 E. 17th St. New York 3 • Chicago, Dallas, San Francisco

Do you need help
for retarded readers
...slow learners?

14 titles in this graded
corrective reading series furnish
high interest stories for low ability
readers. The series is divided into
five levels of readability.

THE AMERICAN ADVENTURE SERIES

Edited by
Dr. Emmett A. Betts

Authoritative handbook
on corrective reading for entire
series and easy-to-follow guide book
for each title is available
to aid busy classroom teachers.

WHEELER PUBLISHING COMPANY
Dept. 44 • 2831 South Parkway, Chicago 16

Please send me your FREE colorful
pictorial map of historic U. S. Trails
and information concerning this graded
corrective reading program.

Name

Address

City

State

Fitzpatrick, Daniel. *As I Saw It.* Simon &
Schuster. 238p. \$5.

A political cartoonist on the staff of the
St. Louis *Post-Dispatch* presents "a re-
view of our times" with 311 cartoons and
notes. There is a foreword by Joseph
Pulitzer and a profile by Thomas Sherman.

Gibney, Frank. *Five Gentlemen of Japan.*
Farrar, Straus and Young. 373p. \$4.

A penetrating and brilliant report on the
Japanese character as seen through the
lives of the Emperor, a warrior, a farmer,
an artisan and a merchant.

Greene, Robert. *Calvary in China.* Putnam.
244p. \$3.50.

A moving and often terrifying story of
developments after the Chinese Reds over-
ran Kyangsi Province, South China and
the Maryknoll Mission. Invaluable to an
understanding of Red techniques.

Grenfell, Russell. *Unconditional Hatred.*
Devin-Adair. 267p. \$3.75.

A reevaluation of our attitude toward Ger-
many, advocating a firm policy of friend-
ship rather than hatred.

Lengyel, Emil. *World Without End: the
Middle East.* Day. 374p. \$4.50.

The Hungarian born American resident
(since 1922) author has given a history
of the four cultures of the Arab world,
Turkey, Iran, and Israel.

Lyons, Eugene. *Our Secret Allies: the
Peoples of Russia.* Duell, Sloan &
Pearce—Little, Brown, 376p. \$4.50.

His thesis is that the people under com-
munist domination would throw off the
yoke if they could; perhaps overly opti-
mistic.

Mary Victoria, Sister. *Nun in Red China.*
McGraw-Hill. 208p. \$3.50.

A companion volume to the account by
Father Greene, *supra*.

Palmer, Greta. *God's Underground in
Asia.* Appleton-Century-Crofts. 376p.
\$3.75.

The Red war on religion and the heroism
of Christians is the theme.

Possony, Stefan. *A Century of Conflict:
Communist Techniques of World Revo-
lution.* Regnery. 439p. \$7.50.

The *Communist Manifesto* and commu-
nism in action are interpreted in a work
of solid scholarship.

Seton-Watson, Hugh. *From Lenin to
Malenkov.* Praeger. 377p. \$6.

A compact and scholarly survey of the
great events since 1914.

Tong, Liu Shaw. *Out of Red China.*
Duell-Sloan and Pearce—Little, Brown.
269p. \$4.

A very informative book about Red China
as seen through the eyes of a communist.

Toynbee, Arnold. *The World and the
West.* Oxford. 99p. \$2.

Contemporary Affairs

(Cont.)

A popular distillation of *The Study of History*, emphasizing the role that an active Christianity must have if the West is to survive.

LITERATURE

Chesterton, Gilbert. *A Handful of Authors*. Sheed & Ward. 214p. \$3.

Dorothy Collins has edited another posthumous collection of essays that have never before appeared in book form.

Colum, Padraic. *The Collected Poems*. Devin-Adair. 214p. \$5.

With a prefatory note by John L. Sweeney and a frontispiece portrait from a painting by John Butler Yeats.

Fergusson, Francis. *Dante's Drama of the Mind: a Modern Reading of the Purgatorio*. Princeton. 232p. \$4.

"The greatest contribution in modern times to the reading experience of the Purgatorio" Victor Yanitelli, S.J. in *America*, Sept. 19, 1953).

Fisher, Dorothy. *Vermont Tradition*. Little, Brown. 488p. \$4.50.

Memoirs and interpretation of New England by a distinguished writer.

Gardiner, Harold. *The Great Books: a Christian Appraisal*, Part IV. Devin-Adair. 214p. \$3.

The concluding volume of this series of analytical essays. Contents: Plato's Republic, Books VI and VII. Aristotle's Metaphysics, Selections. Sextus Empiricus' Outlines of Pyrrhonism, Book I. St. Augustine's Confessions, Genesis, Chap. I and II. St. Thomas' on Truth and Falsity, and On Human Knowledge. Montaigne's Apology for Raimond de Sebond. Rabelais' Gargantua and Pantagruel, Books I and II. Descartes' Discourse on Method. Bacon's Novum Organum, Book I. Galileo's Two New Sciences. Harvey's The Motion of the Heart and Blood. Hume's Enquiry Concerning Human Understanding. Voltaire's Philosophical Dictionary, Selections. Darwin's Origin of Species, Chapters 1-6, 15. Dostoyevsky's The Brothers, Karamazov, Selections. Mill's Utilitarianism. James' Pragmatism. Samuel Clemens' Adventures of Huckleberry Finn.

Gardiner, Harold. *Norms for the Novel*. America. 180p. \$2.

This expansion of *Tenets for Readers and Reviewers* discusses the moral and literary criteria he employs in the evaluation of fiction.

Gilson, Etienne. *Chorus of Muses*. Sheed & Ward. 196p. \$3.50.

The account of six artists and the influence of women's inspiration on their lives and work.

Hasley, Lucile. *The Mouse Hunter*. Sheed & Ward. 242p. \$2.75.

Further light essays, giving the recent experiences of the author-lecturer, seasoned traveler, wife and mother who wrote so entertainingly in *Reproachfully Yours*.

Hight, Gilbert. *Peoples, Places and Books*. Oxford. 277p. \$3.50.

These thirty essays, originally given as radio talks, set a high standard for this medium.

Hopkins, Gerard. *A Hopkins Reader*. Oxford. 317p. \$4.50.

John Pick has edited this selection of thirty-three of his best-known poems, together with pieces of correspondence, sermon extracts, etc.

Ipsier, Karl. *Vatican Art. Philosophical Library*. 198p. \$7.50.

A collection of 160 illustrations in half-tone, accompanied by descriptive notes on each illustration and longer notes on special units, e.g., "The Paintings on the Ceiling of the Sistine Chapel."

Johnson, Edgar. *Charles Dickens: His Tragedy and Triumph*. Simon & Schuster. 2v. \$10.

"Discovery Problems"

WORKBOOKS IN SCIENCE

Each *Discovery Problems* workbook is a complete study guide, teaching plan and laboratory manual—including a standardized testing program, a free teacher's manual, and a correlated series of film lessons.

Discovery Problems workbooks are used each year in thousands of classrooms . . .

To see why, write for a sample copy in your subject. There is no charge or obligation for your sample.

Discovery Problems in Biology

Discovery Problems in Chemistry

Discovery Problems in Physics

Discovery Problems in General Science



COLLEGE ENTRANCE BOOK COMPANY

104 Fifth Avenue

New York 11, N. Y.

Diocesan Schools
and
Public Schools
both choose

KUHLMANN-ANDERSON INTELLIGENCE TEST

See it at Booth 151
Chicago N.C.E.A.

or write

PERSONNEL PRESS, Inc.
180 Nassau Street
Princeton, N. J.

Literature (Cont.)

A definitive biography coupled with a sound critical appraisal of each of Dickens' works.

Kolodin, Irving. *The Story of the Metropolitan Opera*. Knopf. 607p. plus 38p. of index. \$7.50.

A frank and full history of a great American cultural institution.

Leslie, Shane. *An Anthology of Catholic Poets*. Newman. 378p. \$3.

A fine critical essay on the history and character of English Catholic verse precedes the selections.

Maritain, Jacques. *Creative Intuition in Art and Poetry*. Pantheon (for the Bollingen Foundation). 423p. \$6.50.

The summa of this noted philosopher's thought on esthetics issued in a handsome format at a very reasonable price.

Meigs, Cornelia, et al. *A Critical History of Children's Literature*. Macmillan. xxiv, 624p. \$7.50.

A comprehensive yet readable account of the development of this genre, emphasizing the American contributions.

Meynell, Viola. *Francis Thompson and Wilfred Meynell*. Dutton. 212 p. \$4.50.

A memoir emphasizing the personal

characteristics and relationships between these friends.

Noyes, Alfred. *Two Worlds for Memory*. Lippincott. 348p. \$5.

A personal account of literature, diplomacy, religion and education in England and America; the author's conversion plays a prominent role.

Preston, Raymond. *Chaucer*. Sheed & Ward. 325p. \$4.50.

A reconstruction of Chaucerian thought partially centered on the problem of evil.

Reilly, Sister Paraclita. *Aubrey de Vere: Victorian Observer*. U. of Nebraska Press. 213p. \$4.

A scholarly presentation of a neglected writer.

Ruggles, Eleanor. *Prince of Players: Edwin Booth*. Norton. 401p. \$4.50.

"A thoroughly satisfying biography (demonstrating) perceptive skill and almost intuitive sense of discrimination in the evaluation and presentation of the results of . . . research" (Richard Grady, S.J., *Best Sellers*, Mar. 15, 1953).

Sandburg, Carl. *Always the Young Strangers*. Harcourt, Brace. 445p. \$5.

The life of a Swedish-American immigrant family, the deep love of people, and filial devotion mark this autobio-

"There is piteously little," says Fr. F. X. Canfield in *What's What in BOOKS*, "that can be found in book form to present the Catholic approach to fiction. But there seems now to be no peer to . . ."



NORMS FOR THE NOVEL

by Harold C. Gardiner, S. J.
Literary Editor of AMERICA

The first virtue of "Norms for the Novel" is that it is conceived with acumen and written with grace. The second virtue is that it treats the novel . . . not as a mere exercise in escape or as a work of grim sociology but as a serious artistic attempt to render in words the mysterious drama of human experience. . . . The third virtue of this meaty little book by Father Gardiner is that it proposes, for the general thoughtful reader of fiction, a set of standards or principles useful in the evaluating of the novel.

RICHARD SULLIVAN
New York Times Book Review

THE AMERICA PRESS
70 East 45th Street, New York 17, N. Y.

Please send me --- copy(s) of **NORMS FOR THE NOVEL** by Harold C. Gardiner, S.J. at \$ --- a copy.

☐ Payment enclosed totaling \$..... ☐ Bill me.
(If you send payment with your order, we pay all shipping charges.)

NAME

ADDRESS

CITYZONE.....STATE.....

Important NEW Oxford Books . . .

GRAPHIC SURVEY OF SCIENCE

By William Lemkin (April, 1954). This distinctive new text presents a compact, simply written survey of 9th year general science. Clear, accurate diagrams and visualizations are employed to clarify and dramatize the subject matter. COLOR is used judiciously to emphasize key points. Well-balanced exercise material follows each chapter. A separately bound key is available. Net, paper 90¢; cloth \$1.65

By Noel A. Taylor and Alfred J. Vandling (April, 1954). Here is a modern workbook and laboratory manual which offers a many-sided, practical program of student activities. Emphasis throughout is placed on *the relationship of biology to everyday life*. Detailed page references are given to all leading texts. Separately bound tests and key are available.

Net, with tests and key, \$1.10

ACTIVITY UNITS IN BIOLOGY

STUDENTS POCKET LIBRARY

This unique new (April, 1954) series of inexpensive anthologies provides a variety of reading selections chosen by experienced educators for literary and moral value and appeal to teen-agers. Each booklet is unified by similarity in theme or literary type. Editorial introductions guide the student's reading. Titles now available include (Net, 50¢ Each):

A Pocketful of Poems Just for Laughs
Stories of Scientific Imagination

(Other Titles in Preparation)

OXFORD BOOK COMPANY

222 Fourth Avenue
New York 3, N. Y.

Literature

(Cont.)

graphical volume by the great Lincoln biographer.

Smith, Cecil. *Worlds of Music.* Lippincott. 328p. \$5.

The world of serious music in the U. S. is the subject of this frank and informative study.

Stefferd, Alfred, Ed. *The Wonderful World of Books.* Houghton, Mifflin. 319p. \$2. (New American Library. Paper, 35c).

Seventy-two short essays centered on various aspects of books, reading and the place of libraries in American culture.

Tate, Allen. *The Forlorn Demon.* Regnery. 180p. \$3.

"Didactic and Critical Essays" on the artist's responsibility to society.

Wilhelmsen, Frederick. *Hilaire Belloc: No Alienated Man.* Sheed & Ward. 108p. \$2.75.

A sympathetic and critical study of the Christian integration achieved by Belloc in facing modern problems.

Winsnes, A. H. *Sigrid Undset: A Study in Christian Realism.* Sheed & Ward. 258p. \$3.

A mature and rich evaluation of the major themes and tendencies of a great literary artist.

PHILOSOPHY

Fecher, Charles. *The Philosophy of Jacques Maritain.* Newman. 361p. \$5.

"My aim has simply been to supply, with as little critical or value judgment as possible, a précis of Maritain's ideas for the benefit of the average intelligent reader unacquainted with philosophy in general and the highly technical apparatus of scholasticism in particular."—Preface.

Gilby, Thomas. *Between Community and Society.* Longmans, Green. 344p. \$4.25. The applications of the philosophy of St. Thomas to modern issues.

Hildebrand, Dietrich. *Christian Ethics.* McKay. 470p. \$6.

A precedent-making re-evaluation of the subject of moral philosophy.

Hildebrand, Dietrich. *The New Tower of Babel.* Kenedy. 243p. \$3.

A series of essays "intended to examine various manifestations of escape from God in our present epoch." Contents: The new tower of Babel. The dethronement of truth. The new functionalism in the light of Christ. Catholicism and un-

prejudiced knowledge. The role of reverence in education. Beauty in the light of the Redemption. Efficiency and holiness.

Kirk, Russell. *The Conservative Mind from Burke to Santayana.* Regnery. 258p. \$6.50.

"A prolonged essay in definition. What is the essence of British and American conservatism? Among the canons of conservative thought he numbers belief in Divine Providence, affection for tradition, conviction that civilized society requires orders and classes, persuasion that property and freedom are inseparably con-

nected, necessity of each person controlling his will and appetite, recognition that change and reform are not identical. . . . In the vast expanse of his reading the author has cultivated a delightfully urbane style which makes his book a pleasure to read" (Msgr. Harry Koenig, *Best Sellers*, May 15, 1953).

Messner, J. *Ethics and Facts. The Puzzling Pattern of Human Existence.* Herder. 327p. \$4.

Five focal points of contradiction in modern philosophy (sex, happiness, freedom, the socio-economic problem, and the validity of scientific and ultra-scientific knowledge).



The Cathedral Basic Language Program

WE TALK, SPELL, AND WRITE

joins

The NEW Cathedral Basic Reading Program

to complete

the only integrated program of Language Arts for the primary grades.

Cathedral *We Talk, Spell, and Write* provides all the necessary materials plus the method for teaching an integrated program in spelling, writing and oral and written expression.

We'll be happy to show you the books at our exhibit at the N.C.E.A. (Space 225-226). Please stop by.

The Catholic Schools Department

Edward J. Fletcher, Manager

SCOTT, FORESMAN AND COMPANY

CHICAGO 11 ATLANTA 3 DALLAS 2 SAN FRANCISCO 5 NEW YORK 10

GLOBE BOOKS

for TODAY'S SCHOOLS READABLE CLASSICS

PARKMAN The Oregon Trail
DICKENS Mr. Pickwick
HARDY The Return of the Native
HAWTHORNE The Scarlet Letter
KIPLING Captains Courageous
SIENKIEWICZ Quo Vadis
TWIN The Prince and the Pauper

MODERN LITERATURE

BENNETT Master Skylark
FERBER Cimarron
KANTOR Voice of Bugle Ann
NORDOFF & HALL The Bounty Trilogy
SKINNER & KIMBROUGH Our Hearts
Were Young and Gay
TARKINGTON Penrod
SPER Favorite Modern Plays

MODERN BIOGRAPHY

GILBRETH & CAREY Cheaper by the Dozen
LONDON Anna and the King of Siam
LAW Great Lives
LAW Great Americans

READING SKILLS

FEIGENBAUM Effective Reading
GAINSBURG & SPECTOR Better Reading
FUNCTIONAL ENGLISH

KRUMM & WALKER Better Spelling Series (Gr. 2-6)

LIPPMAN ET AL Easy Spelling Series (Gr. 2-8)

ROBBINS Word Study

For complete catalog of Globe publications or examination copies of books, returnable without obligation, write to

GLOBE BOOK COMPANY

175 Fifth Avenue New York 10, N. Y.

Philosophy

(Cont.)

tific knowledge) are analyzed in a philosophical and realistic fashion.

Neill, Thomas. *The Rise and Decline of Liberalism*. Bruce. 321p. \$5.50.

Contents: Liberalism: toward a definition of the subject. The origins of liberalism. The development of liberal theory and practice. The liberal struggle in England, in France, and on the continent. Triumphant bourgeois liberalism. The creed of the classical liberal. Classical liberalism in the U. S. Contemporary critics of classical liberalism. Liberalism in transition. English welfare liberalism. The historic role of classical liberalism. Documented and indexed.

PSYCHOLOGY AND CONDUCT OF LIFE

Boulogne, Charles. *My Friends, the Senses*. Kenedy. 206p. \$3.

Without entirely excluding moral problems concerning sensibility, "the present study bears especially upon the human and religious values of certain principal manifestations of sensory activity."

Breig, Joseph. *A Halo for Father*. Bruce. 127p. \$2.50.

Light essays on the dignity of fatherhood.

Nicoll, Donald. *Recent Thought in Focus*. Sheed & Ward. 250p. \$3.50.

An evaluation of such movements as Existentialism, Freudianism, Logical Positivism and similar trends.

Weaver, Richard. *The Ethics of Rhetoric*. Regnery. 234p. \$5.

"An unusual and stimulating discussion of the philosophy of grammar. . . . Constant reference is made to the vital distinction between rhetoric and dialectic and to the emptiness or fruitlessness which attends their separation. For teachers or practitioners of intelligent reading and writing this is a very useful work" (Brandan Connolly, S.J. *America*, Dec. 26, 1953).

Brennan, Niall. *The Making of a Moron*. Sheed & Ward. 189p. \$2.50.

From first-hand experience the author describes the impact of industrialism on man.

Brown, Wenzell. *Monkey on My Back*. Greenberg. 270p. \$3.50.

A "well-written account of teen-age narcotic addiction in New York City. It could be Los Angeles . . . or your own city."

Superior in its field
for 4 important reasons

Catholic Faith

A Catechism, Books 1, 2, 3

1. **Authoritative:** Based on the definitive Vatican revision of Cardinal Gasparri's *Catholic Catechism*, adapted into English by the Catholic University of America.
2. **Teachability:** A lucid, dynamic presentation that students absorb more readily than any other system, with striking pedagogical advantages.
3. **Teaching Aids:** Three teacher manuals—*Catholic Faith Explained*—explain the method and spirit of the program, develop each topic page by page, give answers and correct presentation procedure.
4. **Durability:** Sturdy, durable, beautiful books made to last more than one term—saving money and trouble for student and teacher.

Book I: 110 pages, \$.30/.25; Book II: 234 pages, \$.45/.37½; Book III: 367 pages, \$.75/.67½.

TEACHER MANUALS: Book I: \$1.00 net;
Book II: \$1.25 net; Book III: \$1.50 net.

P. J. KENEDY & SONS

12 Barclay Street • New York 8, N. Y.

The Catholic Bedside Book

Edited by B. C. L. KEELAN. The beliefs, the liturgy, art, music and poetry of the Church concisely considered in a handsomely illustrated volume.

"A rich mine, superbly organized and introduced, of Catholic thought, information and wisdom."—*Books on Trial*. With 6 color plates and 16 half-tones.

448 pages. Ready.

\$4.50

The Monk and the World

By WALTER DIRKS. Translated by Daniel Coogan. This brilliant and provocative work deals mainly with four representative orders of monks of the West—Benedictines, Franciscans, Dominicans, and Jesuits. It considers their achievements in history, and the specific contributions they may be expected to make to Christian existence at the present time. 288 pages. Coming in May.

\$3.50

The Handmaid of the Lord

By ADRIENNE VON SPEYR, author of *The Word*. Translated by Alexander Dru. Of special interest during the Marian Year, these meditations seek to bring out the hidden meaning for Christian living of various aspects of the life of the Virgin Mary as seen by a profound and original thinker.

256 pages. Coming in May.

\$3.00

At all bookstores

DAVID McKAY COMPANY, INC.

55 FIFTH AVE., NEW YORK 3, N. Y.

Psychology

(Cont.)

... These case histories of teen-agers deserve to be known the nation over, since the author proposes remedies, while developing for the reader a psychological insight into the personal causes for addiction" (*America*, Aug 22, 1953).

Carrel, Alexis. *Reflections on Life.* Hawthorn. 205p. \$3.

An evaluation of the place of the natural law and human reason in personal conduct and the general state of mankind.

Cavanagh, John and McGoldrick, James. *Fundamental Psychiatry.* Bruce. 592p. \$5.50.

A psychiatrist and a priest-psychologist join in presenting an introductory manual.

Coakley, Mary. *Our Child—God's Child.* Bruce. 233p. \$3.25.

A practical guide in parent education. Jacket sub-title: "How and Why Parents Should Make Saints of Their Children."

Doherty, Eddie. *Matt Talbot.* Bruce 200p. \$2.75.

The life of an alcoholic who changed to a state of heroic virtue.

Lindbergh, Charles. *The Spirit of St. Louis.* Scribner. 562p. \$5.

The emphasis is on the development of a man rather than the account of a flight.

Magner, James. *Mental Health in a Mad World.* Bruce. 303p. \$3.75.

The approach is personal rather than scientific.

Nuttin, Joseph. *Psychoanalysis and Personality.* Sheed and Ward. 310p. \$4.

A somewhat technical study of what is a normal personality and what constitutes deviations toward abnormality.

Plus, Raoul. *In Praise of Work.* Newman. 181p. \$2.50.

"A witty anecdotal book, eminently readable, pregnant with painless wisdom and illustrative inspiration" (*America*, Sept. 19, 1953).

Rich, Louise. *Only Parent.* Lippincott. 223p. \$3.

A warm story of a mother who had to fill the place of both parents.

Rusk, Howard. *Living with a Disability.* Doubleday. 207p. \$4.

A fine discussion with excellent illustrations, of the ways in which seriously disabled persons have been able to return to work and engage in recreation as well.

Sheen, Fulton, Bishop. *Life is Worth Living.* McGraw-Hill. 271p. \$3.75.

The text of twenty-six telecasts with the drawings added by a professional artist.

White, Victor. *God and the Unconscious.*

Regnery. 277p. \$4.

"The best work we have on the relation between Catholicism, psychiatry and depth psychology" (John Stafford, C.S.V. *Best Sellers*, Aug. 1, 1953). For advanced readers.

Witty, Paul. *How to Become a Better Reader.* Science Research Associates. 304p. \$5.

This practical manual combines exercises with explicit directions.

HISTORY

Acton, John. *Essays on Church and State.* Viking. 518p. \$6.

Douglas Woodruff has edited this volume and supplied a fine biographical appreciation. Acton's relationships with the prominent Catholics in nineteenth century England is revealing; emphasis is placed in the selection of his essays on the connection between morality and politics.

Attwater, Donald. *Saints Westward.* Kenedy. 130p. \$2.50.

Eighteen brief accounts of the "colorful and heroic men and women who planted and watered the seed of the faith in the Western hemisphere." Some of the unusual persons described are St. Toribio; Mary Martin, the Teresa of Canada; St. Francis Solano, Blessed Sebastian Aparicio, Blessed John Massias and St. Louis



Look at all you get!

- richer, truer colors—blend better
- quicker pick-up
- smoother coverage—no spotting, no furrowing
- greater coverage—paint actually goes farther
- no gloss—colors dry to a beautiful mat finish
- no loss from cracking or shrinkage
- no dropping out of pan—colors are locked in
- better results because more costly ingredients
- no increase in price



When you dip your brush into new improved ARTISTA Water Colors, you'll experience a moment of high excitement. Not only are the non-toxic colors clean and brilliant, they spread and blend smoothly, give you better control, and always dry with a beautiful mat finish. Available in boxes of 4, 5, 7, 8 and 16 colors with superior, permanently pointed, plastic-handled, camel hair brush.

FREE SAMPLE to teachers. Send your request, giving your name, address, school and position, to Dept. CE-4.

BINNEY & SMITH INC.

380 Madison Ave., New York 17, N. Y.

History

(Cont.)

Bertrand, the four friars; Blessed Gregory Lopez, and Samuel Massuchelli.

Barry, Colman. *The Catholic Church and German Americans.* Bruce. 348p. \$6.

A well-documented account of the efforts of the German Catholic immigrants to maintain their language, traditions and social entity; the phase of Cahensyism is given emphasis.

Billington, Ray. *The Protestant Crusade.* Rinehart. 514p. \$6.50.

A scholarly, unbiased account by a noted non-Catholic historian of the anti-Catholic movement of American nativism in the U. S. from 1800 to 1860, which was closely linked with the rise in immigration. This is a reprint edition.

Curtayne, Alice. *The Trial of Oliver Plunkett.* Sheed & Ward. 239p. \$3.

The life of the martyr of the "Popish Plot" of Titus Oates in the seventeenth century. The accusations and trial have close parallels with those of modern ecclesiastics behind the Curtain.

Dunne, Peter. *Black Robes in Lower California.* U. of California. 540p. \$6.50.

A semi-popular account of the Jesuit missionary activities in colonial Mexico.

Eusebius Pamphili, Bp. *Ecclesiastical History, Books 1-5.* Fathers of the Church, Inc. 347p. \$4.50.

This translation and edition by Dr. Roy J. Deferrari is the first study on Eusebius from a Catholic viewpoint. He is the basic source for the Christian story of the ante-Nicene period.

Holbrook, Stewart. *The Age of the Moguls.* Doubleday. 373p. \$5.

This opening volume in the *Mainstream of America* series covers the period of 1865-1900. It is "a thoughtfully planned and brilliantly executed study of the lives of about 50 men who were the empire builders, robber barons and the great tycoons, who in their search for power changed the course of our history. . . . A must book for all students of economics and industrial development" (John Baldi, *Best Sellers*, Nov. 1, 1953).

Huizinga, Johan. *Erasmus of Rotterdam.* Pantheon. 266p. \$2.95.

A life, with a selection from his letters, of the great humanist whose character and influence has been coming into better perspective in recent years. With the reading of this should go the account in the third volume of Philip Hughes' *History of the Church*.

La Follette, Belle and Fola. *Robert M.*

La Follette, June 14, 1855—June 14, 1925. Macmillan. 2v. \$15.

A well-documented, definite life of the Wisconsin politician, the leader of the Progressive Party, who was noted for his independence and integrity.

Langer, William and Gleason, Everett. *The Undeclared War, 1940-1.* Harper. 963p. \$10.

A supplement to *The Challenge to Isolation, 1937-1940*; these two volumes challenge the Tansill theory that America courted a war through a back door policy via Pearl Harbor.

Maynard, Theodore. *The Catholic Church and the American Idea.* Appleton-Century-Crofts. 309p. \$3.50.

In a sense, a supplement to *The Story of American Catholicism*, this work emphasizes the contribution made by foreign Catholic elements.

Moynihan, James. *The Life of Archbishop John Ireland.* Harper. 441p. \$5.

The first major biography of a noted and controversial figure in the American church of the late nineteenth and early twentieth centuries.

Palanque, J. R., et al. *The Church in the Christian Roman Empire.* Macmillan. 731p. \$9.

A further volume in the series translated from the French work, *L'Histoire de l'Eglise*, edited by Fliche and Martin. Scholarly.

Prescott, H. F. *Mary Tudor.* Macmillan. 439p. \$5.

A revision of the 1940 title: *Spanish Tudor*. A scholarly and lively reevaluation of a greatly misunderstood monarch, by the author of *The Man on a Donkey*.

Randall, Ruth. *Mary Lincoln: The Biography of a Marriage.* Little, Brown. 555p. \$5.75.

A truly great biography. "No one, after reading this beautifully written volume, could any longer think of the wife of the assassinated President as other than Mary Lincoln, the loving, devoted, sometimes imprudent but always vital, wife of Abraham Lincoln" (Sister Marie Carolya, *Best Sellers*, Mar. 1, 1953).

Ricci, Matthew. *China in the Sixteenth Century: The Journal of Matthew Ricci, 1583-1610.* Tr. from the Latin by Louis Gallagher, S.J. Random House. xxii, 616p. \$7.50.

Available for the first time in English is this account of a twenty-seven year missionary endeavor in China by a missionary who was highly honored by the Chinese emperor. With a foreword by Abp. Richard Cushing.

lippincott

is pleased to present in 1954 . . .
the complete

TIME TO READ SERIES

(Books 1-6)

by Leary - Reichert - Reely

. . . the planned supplementary reading program for
the primary and intermediate grades

. . . and coming in April . . .

an all-new revision of

READING WITH PHONICS

by Hay and Wingo

. . . the widely-accepted one-book phonics program which
covers the important 44 phonetic elements in our language.
Pupils' and Teachers' Editions.

J. B. LIPPINCOTT COMPANY

Chicago • Philadelphia • Atlanta • Dallas • Toronto

J. N. Gibney, Catholic Schools Department

EXCLUSIVELY DESIGNED
GUARANTEED WASHABLE
SUPERBLY TAILORED
PROPERLY FITTED



SCHOLASTIC SPECIALTY CO.

363 BROADWAY, NEW YORK 13, N. Y.

a Sensation when Introduced
still a SENSATION

Bring your Geography Teaching up-to-the-minute and make it a Fascinating Adventure for both yourself and your pupils.

Use these REVIEW-WORKBOOKS in Your Classes this year!

North America—Our Home Country and Its Northern Neighbors

Latin America—Our Neighbor Countries to the South

Europe-Africa—Our Neighbor Countries Across the Atlantic

Asia-Australia—Our Neighbor Countries Across the Pacific

Our new catalogue gives a complete listing of all WARP'S REVIEW-WORKBOOKS with titles of Units that make up each book. Send for your copy. The catalogue is free.

WARP PUBLISHING COMPANY

MINDEN NEBRASKA

To All N.C.E.A. Delegates and Visitors
BENZIGER BROTHERS, Inc.
would be pleased to have you visit its Exhibit at
Chicago, Ill. — April 19-22

LAND OF OUR LADY SERIES

A New United States History—Grades 4-8

Under the editorial direction and supervision of the following outstanding educators:

Rev. Timothy F. O'Leary, Ph.D., Editor-in-Chief; Sister M. Veronica, S.P.B.V., M.A., Assistant Editor-in-Chief; Rt. Rev. Msgr. Clarence E. Edwell, Ph.D., Co-Editor. Rev. Patrick J. Roche, Ph.D., Co-Editor.

FOUNDERS OF FREEDOM

—Sister Benedict Joseph, S.N.J.M.

For the intermediate grades. Ready Spring, 1954.
This text presents the European background of American history. Net \$1.68

BEARERS OF FREEDOM

—Sister M. Veronica, S.P.B.V.

For the intermediate grades—384 pages, 70 illustrations. Printed in 3 colors. 5 full page maps printed in 4 colors.
Starting with the discovery of America, this text enables the pupil to learn about the early explorers and missionaries, who were responsible for the founding and settling of this country. 1.74

LEADERS OF FREEDOM—Sister Clarita, O.P.

For the intermediate grades—288 pages, 123 color illustrations, over 150 photographs, illustrations and maps in black and white.
A history of our country from the beginning of the Revolution to the Westward Expansion. 1.95

CHALLENGE OF FREEDOM

—Sister M. Theresine, S.N.D.

For the upper grades—320 pages, over 200 photographs, illustrations and maps in black and white.
This text covers the period of history in United States from the opening and expansion of the West, through the Civil War and Reconstruction period in the South. 2.22

GUARDIAN OF FREEDOM

—Sister M. Augusta, H.H.M.

For the upper grades—384 pages, over 200 photographs, illustrations and maps in black and white.
Treats the history of the United States from the Spanish-American War up to the Present day. 2.37

LIVING MY RELIGION SERIES

For the 8 Grades of Elementary Schools

Teaches the Entire New Baltimore Catechism. Official Revised Confraternity Edition 1941. Illustrated Throughout.

Right Rev. Msgr. William R. Kelly, LL.D., Very Rev. Msgr. Edmund J. Goebel, Ph.D., Sister Mary Imelda, S.L., A.B., in association with the author of "I Teach Catechism"—Right Rev. Msgr. M. A. Schumacher, M.A., Litt.D.

Primer—OUR HEAVENLY FATHER, 96 pages, grade 1aPaper \$.51
Book 1—LIVING IN GOD'S LOVE, 160 pages, grade 1bCloth 1.20
Book 2—LIVING BY GOD'S LAW, 212 pages, grade 2Cloth 1.29
Book 3—LIVING IN GOD'S GRACE, 346 pages, grade 3Cloth 1.50
Book 4—LIVING FOR GOD, 380 pages, grade 4Cloth 1.56
Book 5—LIVING THROUGH GOD'S GIFTS, 354 pages, grade 5Cloth 1.59
Book 6—LIVING IN GOD'S CHURCH, 384 pages, grade 6Cloth 1.65
Book 7—LIVING FOR TRIUMPH, 384 pages, grade 7Cloth 1.68
Book 8—LIVING FOR HOLINESS, 352 pages, grade 8Cloth 1.74

Syllabus and Teacher's Manual for the 8 grades, \$1.00.
Gratis on introductory order with adoption of series.

BENZIGER BROTHERS, Inc.

6-8 Barclay Street

New York 8, N. Y.

Telephone: ALgonquin 4-3053

BOSTON 10 — CHICAGO 6 — CINCINNATI 1 — SAN FRANCISCO 3



History (Cont.)

Walsh, William. *Philip II.* McMullen. 770p. \$7.

Reissue of the definitive English biography that has altered considerably the impressions created by earlier non-Catholic writers.

SOCIAL SCIENCES

Boyle, George. *Father Tompkins of Nova Scotia.* Kenedy. 234p. \$3.

A life of the leader and an account of the cooperative Antigonish movement as well as Father Tompkins work as vice-rector of St. Francis Xavier University and the last part of his life as pastor in a small parish.

Cissell, Robert and Helen. *Stretching the Family Income.* Wagner. 253p. \$3.

A fresh and Christian approach to the problem of home management; very readable.

Eberdt, Sister Mary and Brother Gerald Schnepf. *Industrialism and the Popes.* Kenedy. 245p. \$3.50.

"Essentially this is a compilation of papal pronouncements on the social order. Practically every significant statement dealing directly or indirectly with the reorganization of economic life is in-

cluded" (John Cronin, S.S., *Best Sellers*, June 15, 1953). Of prime appeal to teachers and scholars.

Fox, Mary. *Peter E. Dietz, Labor Priest.* U. of Notre Dame. 285p. \$4.50.

The biographer of a pioneer in Catholic social action in the period before World War I, whose work was often in advance of his time, e.g., his interest in the Federation of Catholic Societies.

Gearty, Patrick. *The Economic Thought of Monsignor John A. Ryan.* Catholic University Press. 341p. \$4.

A brief life precedes this highly documented analysis of the principles held and applied by a great Catholic teacher and active participant in Roosevelt's New Deal.

Goodwin, Ruby. *It's Good to be Black.* Doubleday. 256p. \$3.50.

A fine human account of Negro life in a small Illinois coal mining town.

Kramer, Dale and Madeline Karr. *Teen-Age Gangs.* Holt. 243p. \$3.

"An intimate picture of young gang life, which is the source of much of the current delinquency (which) avoids the jargon of the professional sociologist" (*America*, Dec. 12, 1953).

Lecler, Joseph. *The Two Sovereignities.* Philosophical Library. 186p. \$3.75.

The "Editor of *Etudes* and professor at the Institut Catholique of Paris makes a scholarly contribution to the rapidly increasing mass of Church-State literature. . . . About equally divided between doctrinal and historical viewpoints. . . . A handy summary of Catholic thought" (Harry Sievers, S.J., *America*, Feb. 21, 1953).

Mitchell, Lucy. *Two Lives.* Simon and Schuster. 575p. \$5.

The lives are those of Professor Wesley Clair Mitchell, a great economist, and that of his wife, who has pioneered in educational experiments. "An urbane book, written with restraint and charm. It should appeal to students both in the social sciences and in the field of education" (John Cronin, S.S., *Best Sellers*, May 15, 1953).

Moody, Joseph, Ed. *Church and Society: Catholic Social and Political Thought and Movements, 1879-1950.* Arts, Inc. 914p. \$12.

"A competent symposium of social Catholicism in Germany, Eastern Europe, Spain and Latin America, England, and the U.S. In addition to the textual material, an impressive list of documents is included. The reviewer was impressed by the honest efforts to portray history with complete objectivity. There is no glossing over of

Announcing

● 1954 Edition of MODERN CHEMISTRY
by Dull-Brooks-Metcalf

● SCIENCE, Books 1 and 2 (Grades 7-8)
by Davis-Burnett-Gross

These three new books are worthy additions to Holt's famous science program:

SCIENCE by Davis-Burnett-Gross

MODERN BIOLOGY by Moon-Mann-Otto

LIVING THINGS by Fitzpatrick-Bain

MODERN PHYSICS by Dull-Metcalf-Brooks

MODERN PHYSICAL SCIENCE by Brooks-Tracy

Complete set of supplementary materials for each book: teacher's manual, workbook, answer book, tests, and key.

Leo F. Flatley, Director
Catholic Schools Division

NCEA Convention Booth No. 102

HENRY HOLT AND COMPANY

New York

Chicago

San Francisco

WEEKLY CURRENT HISTORY TEXTS

THE AMERICAN OBSERVER

For grades 10, 11, 12

WEEKLY NEWS REVIEW

For grades 9, 10, 11

THE JUNIOR REVIEW

For grades 7, 8, 9

THE YOUNG CITIZEN

For grades 5 and 6

These publications have been used for 30 years as steppingstones to political responsibility and civic leadership. They cover the news simply and impartially, emphasizing historical and geographical backgrounds, leading personalities, scientific developments, character education, and vocational guidance.

SAMPLE COPIES AND SUBSCRIPTION RATES SENT ON REQUEST

CIVIC EDUCATION SERVICE

1733 K St., N.W.

Washington 6, D. C.

Social Sciences

(Cont.)

the limitations of churchmen, for example, in Spain, Latin America or Hungary" (John Cronin, S.S., *Best Sellers*, Dec. 15, 1953).

Nurse, Edwin. *Economics in the Public Service*. Harcourt, Brace. 511p. \$6.

The author is a professional economist who describes the workings of the President's Council of Economic Advisers and of related congressional committees. For those who want to know about the mechanism of government in detail.

Nunn, Henry. *The Whole Man Goes to Work*. Harper. 214p. \$3.

The life story of the former head of the Nunn-Bush Shoe Co., noted for its liberal management and profit-sharing principles.

O'Brien, John, Ed. *The Vanishing Irish. The Enigma of the Modern World*. McGraw-Hill. 258p. \$4.

A frank, revealing study of the causes for Ireland's declining population which has dropped from over eight million in 1841 to slightly over four million in 1951. The contributors to the symposium are modern Irish and American-Irish writers.

Rodgers, Cleveland. *Robert Moses: Builder for Democracy*. Holt. xxviii, 356p. \$6.

A fine account of the contribution made by New York's "erudite builder of parkways, bridges and playgrounds."

Sheed, Francis. *Society and Sanity*. Sheed and Ward. 274p. \$3.

A fine supplement to *Theology and Sanity*, this is an incisive study of social doctrines under the headings of "Man," "Marriage and the Family," and "Society and the State."

Shuster, George. *Cultural Cooperation and the Peace*. Bruce. 80p. \$2.75.

A plea for an understanding of UNESCO and world problems.

Walsh, William. *Promises to Keep*. Kenedy. 253p. \$3.

What marriage has meant to the parents of twelve children, parents who have implicit faith in God.

Ward, Maisie. *Be Not Solicitous*. Sheed & Ward. 254p. \$3.

Thirteen stories of real life, having widely varied experience which relate to family dependence on God. The sub-title is: "Sidelights on the Providence of God and the Catholic Family."

Willock, Ed. *The Willock Book*. Integrity. 64p. 50c.

A collection of cartoons and jingles from *Integrity* magazine, following the pattern set in *Ye Gods* but without the essay commentary.

TRAVEL

Corbett, Jim. *Jungle Lore*. Oxford. 172p. \$2.50.

From the age of eight the author had explored the jungle. Filled with fascinating anecdotes on jungle life.

Herzog, Maurice. *Annapurna: First Conquest of an 8000 Meter Peak*. Dutton. 316p. \$5.

Although this is a gripping story of the successful attempt on Annapurna, a mountain in the Himalayas, reviewer Phillips Temple says "there is a sense of loss at the substitution of a sport for a religion" (*Best Sellers*, Jan. 15, 1953).

Hutton, Edward. *Assisi and Umbria Revisited*. McKay. 247p. \$4.50.

History and the contemporary scene are mingled in this travelogue of the land of St. Francis; it is partly a revision of his earlier *Cities of Umbria*. There are twenty-five half-tone illustrations.

Stewart, George. *U. S. 40*. Houghton, Mifflin. 311p. \$5.

Note a mere guide-book but a cross-

NATIONAL ACHIEVEMENT AND APTITUDE TESTS

TRUE MEASURES OF PROGRESS AND APTITUDE

The National Aptitude Tests give a vivid picture of probable success in academic and technical courses and for those who wish to enter business or skilled trades. These tests cover grades 7-12 and College. There is no involved technical language and the results are easily interpreted.

The National Achievement Tests have high reliability and validity. They are trustworthy measures of pupil achievement and are easy to administer, easy to score and easy to interpret.

Specimen Set Elementary Tests	\$2.00
Specimen Set High School Tests	2.00
Specimen Set Aptitude Tests	2.00

The authors of the National Achievement Tests have heeded the request of the editor to eliminate technical terms. This means that the average teacher can easily interpret the results of these tests.

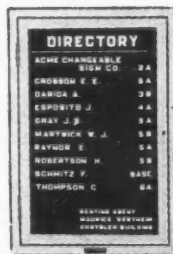
The language in all tests is simplified so that the scores in each test is a valid measure of the pupil's ability.

ACORN PUBLISHING COMPANY
ROCKVILLE CENTER NEW YORK

Changeable Letter Announcement Boards

SANDWICHES	SPECIAL TODAY	TO ORDER
CHEESE 10	SOUP 10	BACON & EGG 25
SARDINE 10	TOMATO 10	POACHED EGGS 25
WESTERN 15	SCOTCH BROTH 15	SMALL STEAK 35
HAM & EGG 20		PORK CHOPS 35
HAMBURGER 10	FRIED COD - HERRING 30	CHEESER & LA ROME 45
COMBINATION 15	ENTREE 25	BAKED HALIBUT 35
CHICKEN SALAD 20	IRISH STEW 25	BEEF A LA MOORE 25
	YANKEE POT ROAST 35	

Style No. 120



Style No. 35

SUITABLE FOR MENUS, DIRECTORIES, BULLETINS, etc.

Frames in wood or metal.

Also cork bulletin boards.

Changeable Letters, Desk Name Plates, or Door Plates in a large selection of sizes.

Write for catalog featuring many styles and sizes.

ACME 37 EAST 12TH STREET
NEW YORK 3, N. Y.
★ **BULLETIN COMPANY**

Travel (Cont.)

section of American history. "This road, the author's, has the virtue of all great roads, for its most important freight is 'neither household goods, nor livestock, nor munitions of war—but ideas!'" (John Cournois, *Commonweal*, Mar. 20, 1953).

SCIENCE

Abetti, Giorgio. *The History of Astronomy.* Schuman. 338p. \$6.

Handsome and well-illustrated, this has been called the best single volume history available.

Clark, Eugenie. *Lady with a Spear.* Harper. 243p. \$3.50.

Although a bit technical at times, this memoir by a lady ichthyologist, an authority on fishes of peculiar behavior, will interest the amateur scientist.

Cloos, Hans. *Conversion with the Earth.* Knopf. 413p. \$5.75.

An informal and anecdotal history of the earth.

Dean, Gordon. *Report on the Atom.* Knopf. 321p. \$5.

The author, a former chairman of the Atomic Energy Commission, gives the history of the first decade of the atom;

he includes a description of atom applications to non-military areas.

Gaul, Albro. *The Wonderful World of Insects.* Rinehart. 290p. \$4.

He stresses our debt to insects or rather, perhaps, the way in which several different insects contribute to an ordered universe.

Kaempffert, Waldemar. *Explorations in Science.* Viking. 296p. \$3.50.

The science editor of the New York Times has herein expanded some of his brief paragraphs. However, "like all popularizations of modern science, (his) work suffers from oversimplification and the concomitant tendency to suggestion from his overgeneralizations the future developments of improbabilities." Suitable for adults.

Moore, Ruth. *Man, Time and Fossils.* Knopf. 411p. \$5.75.

Man's biological history, the story of human evolution, presented in an analysis of the contributions of nineteen scientists. Similar in design to *Gods, Graves and Scholars*.

Simpson, George. *Life of the Past.* Yale. 198p. \$4.

The adult reader will learn much from this semi-technical survey of paleontology.

Storer, John. *The Web of Life.* Devin-Adair. 144p. \$3.

Students of nature, particularly of conservation, will appreciate this introduction to ecology.

Taylor, F. Sherwood. *Men and Matter.* McMullen. 238p. \$3.50.

These "essays scientific and Christian" have been written within the decade since his conversion. Partial contents: The deficiencies of materialism. Science, philosophy and religion. Evolution and religion. The problem of pain in nature. On the excellence of things. The vocation of science. Some moral problems raised by science. The Catholic layman and his responsibilities.

Tazieff, Haroud. *Caves of Adventure.* Harper. 222p. \$3.

A grim but touching description of the science and art of exploring caves, particularly in the Pyrenees.

FICTION

Brady, Charles. *Stage of Fools.* Dutton. 381p. \$3.95.

A rich and vivid reconstruction of the life and times of St. Thomas More.

Brady, Leo. *Signs and Wonders.* Dutton. 253p. \$3.

Mature readers will appreciate this ac-

count of the crises in the life of a prominent Catholic layman when his traditional and pharisaical ideas were shaken by his family.

Burress, John. *Apple on a Pear Tree.* Vanguard. 312p. \$3.50.

A continuation of the adventures of Jefferson Singleton, the little boy in the Missouri back country family who was the hero of *Little Mule* (1952).

Connolly, Myles. *The Reason for Ann and Other Stories.* McMullen. 231p. \$3.

A half-dozen urbane short stories, by the author of *Mr. Blue*, centered on studies of human conduct.

De Wohl, Louis. *Set All Afire.* Lippincott. 280p. \$3.

A novelized life of St. Francis Xavier which forms a successor to *The Golden Thread*, dealing with St. Ignatius.

Edmonds, Walter. *The Boyds of Black River.* Dodd, Mead. 248p. \$3.

Readers of all ages will enjoy this account of a trotter-breeding family on a farm in the Black River Valley of New York.

Gallico, Paul. *The Foolish Immortals.* Doubleday. 224p. \$2.50.

A symbolic story, for adult readers, of a modern search for the tree of knowledge, emphasizing the precedence of the spiritual over the material.

Kantor, MacKinley. *The Daughter of Bugle Ann.* Random House. 122p. \$2.

For those who love dog stories, this successor to *The Voice of Bugle Ann* will be welcome.

Teaching Is A Joy with — Enrichment Records Based on Landmark Books published by Random House for young people.

ENRICHMENT RECORDS are an effective, proven incentive to an appreciation of great events from our nation's past... and encourage further reading about the men and women who forged America. Awarded the 1952 Freedoms Foundation Citation of Merit for "outstanding achievement in bringing about a better understanding of The American Way of Life."

HEAR the authentic Voices of men and women who built America

HEAR authentic sounds of the past, now lost to auto horns and engines in the skies

HEAR the authentic Music of a young country forging ahead

Complete dramatizations of American Landmarks

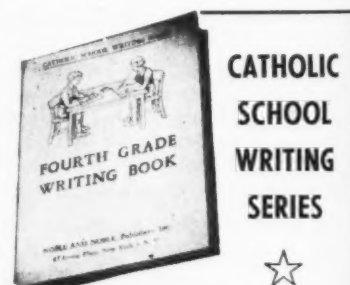
Write for your FREE copy of

Teaching Is A Joy

with annotated list of titles now available

Enrichment Records

246 Fifth Avenue, New York 1, N. Y.



CATHOLIC SCHOOL WRITING SERIES



This popular writing series stresses Catholic Religious words and teachings.

Our Writing Book (Manuscript Writing) 1A \$5.50

Our Writing Book (Manuscript Writing) 1B50

Our Second Grade Writing Book .. (Transition to Cursive Writing) .. .50

Our Third Grade (Cursive Writing) .. .50

Our Fourth Grade Writing Book50

Our Fifth Grade Writing Book50

CORRELATED HANDWRITING MATERIALS

Alphabet (Manuscript) Wall Charts... \$2.00

Alphabet (Cursive) Wall Charts.... 2.00

Handwriting Certificate05

Order Now or Ask for Catalog C.E.

NOBLE AND NOBLE

Publishers, Inc.

67 Irving Place New York 3, N. Y.

Fiction

(Cont.)

Lancaster, Bruce. *Blind Journey.* Little, Brown. 303p. \$3.95.

History and mystery are well blended in this rich story of Ben Franklin and the Revolutionary War.

Lanham, Peter and A. S. Mopeli-Paulus. *Blanket Boy.* Crowell. 309p. \$3.50.

The inter-racial difficulties of the Boer country come alive in this novel in which a South African chieftain and an English writer collaborated.

Lindop, Audrey. *The Singer, not the Song.* Appleton-Century-Crofts. 371p. \$3.75.

Good and evil in combat are portrayed in this novel of Mexican background with Father Keough matched against the handsome, degenerate Malo. Has had a mixed critical response; for adults.

Marshall Bruce. *The Fair Bride.* Houghton, Mifflin. 274p. \$3.

Somewhat more caustic in his criticism of the Church in Spain than his previous novels, this will appeal primarily to the readers of Waugh and Green.

Mary Catherine, Sister, O.P. *As the Clock Struck Twenty.* Ave Maria Press. 209p. \$3.

A novel of the future, picturing England twenty-five years hence, under the rule of communism.

Molloy, Robert. *A Multitude of Sins.* Doubleday. 317p. \$3.50.

The self-complacent Catholicism of elderly, Southern ladies is probed for a fine character study. A good companion piece to Leo Brady's *Signs and Wonders*.

Moody, Ralph. *The Fields of Home.* Norton. 335p. \$3.50.

The third in the series of family novels begun with *Little Britches* and *Man of the Family*. Ralph goes through a hard period, working for his grandfather on a Maine farm. "The theme of the new and the old, of youth and age, of the impact of change on tradition" is developed. Highly recommended.

Narayan, R. K. *The Financial Expert.* Michigan State College Press. 178p. \$3.

Although Indian in background this tale of the pursuit of the rupee is a fine character study with obvious Western implications.

Paton, Alan. *Too Late the Phalarope.* Scribner. 276p. \$3.50.

The author of *Cry, the Beloved Country* presents a second masterpiece of South African life, pointing up the evils of racial discrimination. For the mature.

Pezeril, Daniel. *Rue Notre Dame.* Sheed & Ward. 148p. \$2.50.

The life of an old priest is contrasted with that of a young worker-priest in present day France in this worthwhile piece of self-criticism.

Richter, Conrad. *The Light in the Forest.* Knopf. 179p. \$2.50.

A boy's love of freedom is developed in a tale of Pennsylvania in frontier times.

Roberts, Dorothy. *The Enchanted Cup.* Appleton-Century-Crofts. 368p. \$3.75.

A fine retelling of the Arthurian legend of Tristan and Isolde.

Selinko, Annemarie. *Desiree.* Morrow. 594p. \$4.50.

Fine historical novel of France from 1794 to 1829, using the daughter of a Marseilles silk merchant as the protagonist.

Troyat, Henri. *The Mountain.* Simon and Schuster. 122p. \$2.50.

A character study of two brothers portrayed against the background of mountain guiding.

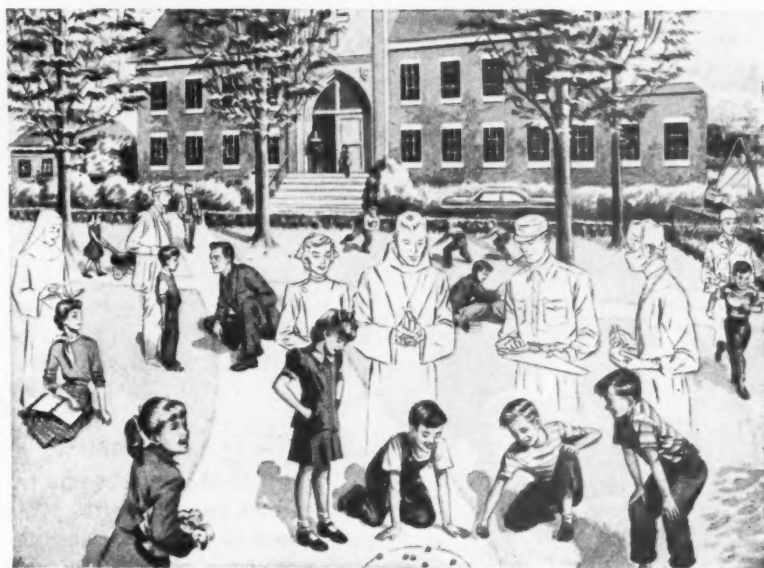
Williams, Ben. *The Unconquered.* Houghton; Mifflin. 289p. \$5.

A sequel to *House Divided* this adult novel is centered in post-Civil War Virginia and Louisiana.

Young, Jefferson. *A Good Man.* Bobbs-Merrill. 239p. \$3.

This story of a Negro tenant farmer's struggle to maintain human dignity is warm and understanding.

What Will They Be?



"What will today's 'Michaels' and 'Susans' be tomorrow?"

That's a question teachers must often ask themselves as they observe their young charges at study or at play . . .

Whatever their vocation—whether to be teachers . . . laborers . . . priests . . . carpenters . . . doctors . . . soldiers . . . or the like—all the "Michaels" and "Susans" should be equipped spiritually and intellectually to work toward personal perfection in their chosen walk of life.

And it is the teacher who holds the vital key to their development into well-adjusted Christian personalities—aware of their future role as tomorrow's citizens for God and country.

Thousands of teachers are getting help in this tremendously important formative work with boys and girls in the elementary grades by using the *School and Confraternity Messengers* and *Treasure Chest* in their classrooms. They find the periodicals' weekly "newness" and variety heighten pupil interest and application to study.

As the Catholic press for Catholic children in elementary schools—these periodicals supply the Catholic view in almost every area of boy-girl interest. They thus make it easier for teachers to answer the question—"What Will They Be?"—with the reply: "Future saints of God, we pray!"



At the NCEA convention in Chicago, visit our exhibit in Booths 50, 51, and 52. Visitors to our exhibit will receive a full-color reproduction (suitable for framing) of a portrait of Pope Pius XII.

GEO. A. PFLAUM, Publisher, Inc.

38 West Fifth Street

Dayton 2, Ohio

Viewlex Strip-O-Matic



**ELECTRICALLY
OPERATED
REMOTE CONTROL
35MM FILMSTRIP
ADVANCE MECHANISM**

*Don't be Chained
to Your Projector!*

Strip-O-Matic frees you from sitting next to your Projector... allows you to control projection from the front of your classroom or audience, and be guided by their reactions... lets you walk among the audience... or stand at the screen. Just a touch of the hand-held button changes the picture on the screen with perfect framing each time... changes it quickly, surely, smoothly... and... quietly. Designed by Viewlex engineers for use only with Viewlex, the world's finest projectors. A most wonderful accessory... just slips in any Viewlex V model combination filmstrip and slide projector.

ONLY \$39.50

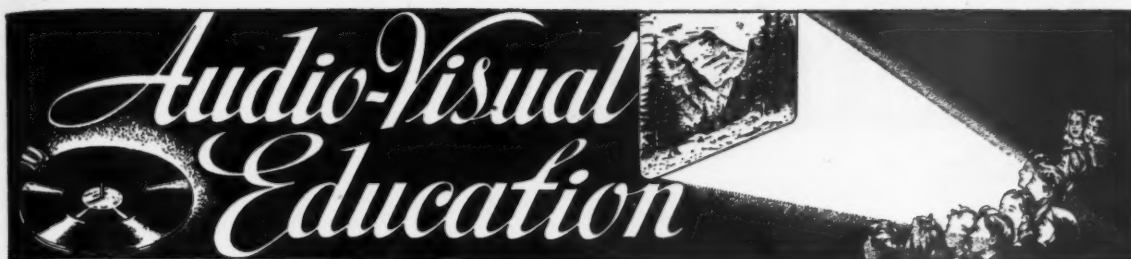
Any accredited Viewlex educational dealer will be happy to give you a demonstration.

or... write Dept.
for free literature



Viewlex

35-01 QUEENS BOULEVARD
LONG ISLAND CITY 1, N. Y.



The IDEAL CATHOLIC FILM LIBRARY*

By Rev. William B. Rochford, St. Peter's Rectory, Kansas City 10, Missouri

How to Handle Seldom Used Films

Films which are used very seldom even in a group of schools should not be purchased if some rental plan can be worked out. The film library may be able to serve as ordering agent from the dealers or from the state film libraries. In the case of isolated or distant schools they should be encouraged to order their own films which are not available from the film library. In the case of schools close to the film library, advantages may come from using the library as an agent. Some agencies may be willing to rent films on an extended rental basis with the library splitting the fee among the schools using the films.¹¹ This type of rental is carried out for 16mm entertainment films in cities with no large commercial film library.

Moderate Film Length a Factor in Selection

In choosing films moderate length is a factor to be noticed. The modern class period of forty to fifty minutes limits the length of the film to fifteen or twenty minutes because ordinarily there should be some time before and after the showing of the films. Too lengthy films may not be worth their cost because the limited circulation makes the average showing cost prohibitive.

Catholic films and filmstrips are a special problem for a Catholic film library as prudence forbids purchasing films which will not serve a definite purpose. In purchasing a Catholic film for the library, the director should be sure it will be of service. Films should not be purchased simply because they present a Catholic theme. Filmstrips to explain Catholic doctrine and practice seem to be more practical in many cases. There are many possibilities for educational films with the Catholic viewpoint of historical facts as well as many other fields which could be developed. Such productions still remain

the ideal order. Yet growing interest in audio-visual education will bring the producers to respect the Catholic view.

Sponsored Films

The inclusion of sponsored films in the film library is a special problem which will depend for its answer on several factors. In the first place the film must be educational. Some commercial and sponsored films are really educational with the advertising done in the style of background. A General Motors film may show the principles of combustion with the promotion part contained in the examples of cars shown rather than in expressed words. A Greyhound film may show the beauties of America but the mode of travel will be exclusively Greyhound Bus. The second factor would be conditions for obtaining the films. If they must be purchased, the use must justify the cost.

It is worthwhile to point out that the librarian should know the contents so as to be able to recommend a definite film or filmstrip for specified uses in the curriculum. Some plan for evaluation should be worked out so that opinion can be formed on the usefulness of each film and filmstrip. Such a fund of information will be valuable in recommending use of a film, and also in the purchase of replacements and additional copies.

Financial Methods

The books and articles dealing with audio-visual education in the public schools insist that tax money should support the program because it is a method of instruction to be provided in the same manner as books and blackboard supplies. In Catholic schools this view of audio-visual education as an integral part of instruction presents another expense to be borne by the Catholic people. Some of the expense must be carried on the individual school level in as far as projectors, screens, and the equipment of rooms are concerned.

Library Distributes Load Fairly

In the case of the film library a financial system must

*This continues and concludes an article begun in the March 1954 issue.

¹¹See THE CATHOLIC EDUCATOR, November 1953, p. 204, for the practice of the Covington film library having such an arrangement as explained by Sister Wendeline, O.S.B., at the 2nd CAVE convention in August, 1953.

America's Finest!... Saint Joseph Daily Missal



By Rev. H. HOEVER, S.O. Cist

New, Ideal, Complete Missal for all Catholics to Pray the Mass. With Large type, Simplified arrangement, full-colored pictures, easy calendars, Confraternity version, and Treasury of Prayers. Ask for No. 810. Cloth \$3.75 Imit. Leather \$6.50 Leather \$8.00



NEW TESTAMENT

Confraternity Version, Large Type—Pocket Size. Colored Illustrations.

Ask for No. 630.
Paper \$1.25
Cloth \$1.75

HOLY BIBLE

New Catholic Edition. Latest Edition with Confraternity. Text of New Testament and First 8 Books of Old Testament.

Ask for No. 610.
Cloth \$4.00
Leather \$9.50



SAINT JOSEPH SUNDAY MISSAL

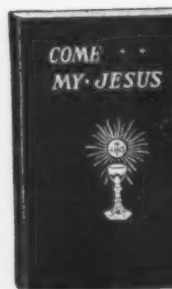
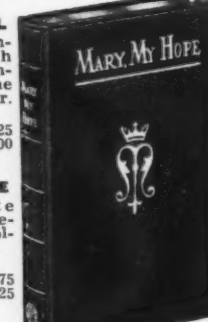
Entirely New Sunday Missal with large type, Latin-Eng Ordinary, The Rosary in full-color.

Ask for No. 820.
Leatherette .. \$1.25
Gen. Leather. \$4.00

MARY MY HOPE

New, Complete prayer book for devotion to Mary, Colored Illustrations.

Ask for No. 365.
Cloth \$2.75
Leather \$4.25



COME MY JESUS

The entirely new and preferred First Communion Prayer Book, with extra large type, instructions and colored illustrations.

Ask for No. 170.

CHILD OF GOD

For pre-communion. Simple words, large type, Colored Illustrations.

Ask for No. 301.



WHEREVER CATHOLIC BOOKS ARE SOLD

be developed which will distribute the load fairly and yet be cheaper than the costs if films are secured from commercial libraries. The elimination of profits should make the rates lower though not without careful planning, as a small operation may find its overhead per film is very high.

A definite plan for the financial support of the film library is mandatory for otherwise discouragement will come quickly. The income planned upon must be sure or else funds to fill in must be available.

Different Plans Now in Operation

From the survey of the existing film libraries in the Catholic dioceses of the United States four plans are found to be in operation.

1. Diocesan School Office Budget.
2. Cooperative financing.
3. Rental plan.
4. Diocesan school tax levied on each school in accord with the number of students.

An allowance for film operation in the budget of the diocesan school office makes possible practically free rental service to the schools, providing the allotment is sufficient. It is reasonable to note that such funds usually come from some school tax levied on the parishes for the support of the school office.

Annual Fee in Cooperative Plan

The cooperative plan calls for an annual fee which pays for a definite number of borrowings. The number of films borrowed for the cooperative fee may be a definite number per year or semester, but in other cases a certain number is allowed to each borrower at any definite time. In the case of the cooperative the fee must be sufficiently high to cover repairs, replacements, and growth of the film library as well as operational costs as otherwise the library will be stagnant if not bankrupt.

A rental system involving a definite charge for each circulated film or filmstrip would have to charge less than commercial agencies to be successful. The state universities with rental service charge about half the commercial rate. A diocesan film library would have to equal that reduction. The rental system also involves much more bookkeeping, an expense factor to be considered.

School Tax Plan

If the size of the diocese permits, a diocesan school tax for the express purpose of film library service does provide a regular and definite source of income. As this source would be based on the number of children in each school, it is obvious that some dioceses do not have a sufficient number under instruction to finance a program on this basis without making the rate excessive.

Combination of Methods a Possible Solution

Actually a combination of the above methods may be the solution in many cases. A cooperative plan library may be able to gain income by rentals to non-members

1,584,000 feet of film and...

**no
sign
of wear!**



*New Filmosound Specialist
with Sapphire jewel parts
shows steadier pictures!*

Television station WSPD-TV in Toledo, Ohio, started using the heavy-duty Filmosound Specialist 16mm recording projector on November 6, 1952. Twenty-four weeks later—after 1,584,000 feet of film had been shown with this Specialist—Bell & Howell examined it to detect any signs of wear. Even under a magnifying glass not a single worn spot was visible on the critical film-handling parts!

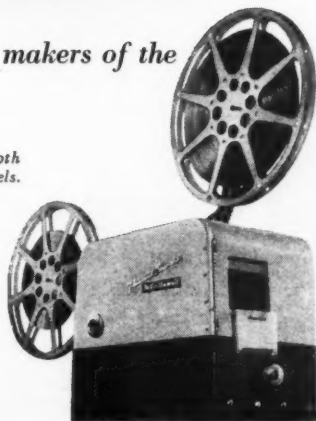
Wear on the critical parts (shuttle, guide rail, and film tension clips) of a projector causes picture unsteadiness and costly maintenance. But the sapphire jewels in the Filmosound Specialist protect these critical parts... ensure clear, easy-to-watch movies... give the Specialist 400% longer life than an ordinary projector!

To meet your particular 16mm projection needs, many more exclusive features may be added to the basic unit. Filmosound Specialists are sold exclusively by your Bell & Howell Special Representative. Mail coupon for full information.

Bell & Howell

makers of the world's finest motion picture equipment

Filmosound Specialists are available in both standard sound and magnetic recording models.



Bell & Howell Company, Dept C
7166 McCormick Road
Chicago 45, Illinois

Please send me, without cost or obligation, complete information on the Filmosound Specialist and the name of my Bell & Howell Special Representative.

Name _____
Organization _____
Address _____
City _____
County _____ State _____



More than 3,000 School Systems

are now using
KEYSTONE Visual Survey—

a larger increase in 1953 than any previous year. Thousands of eye doctors are now using, in their own offices, tests that coordinate with the Keystone Visual Survey. We appreciate this approval by leaders in the field of public health, as well as educators, and shall continue further development of this service.

Have you seen the recent improvements in these tests of visual functions? A revised manual, a new graphic record form, new Durastyle cards. Write for complete information: **KEYSTONE VIEW CO., Meadville, Penna.**

Since 1892, Producers of Superior Visual Aids.



FILMSTRIP CABINET

PROTECTS YOUR FILM!



MF-6 This compact 6 drawer cabinet holds up to 336 filmstrip cans each individually indexed.

MF-3 Compact 3 drawer model holds 165 filmstrip cans.

FILM RACK



RK-250
Seven Tier Separator Rack holds 250-400 ft. 16-mm reels.



See us at NCEA Booth 125
Send for Free Illustrated Catalog.



PRODUCTS CORPORATION
334 W. 42nd St., New York 18, N. Y.

and to members using more than the allowed number.

Some plan would need to be outlined in case of use of the diocesan school office budget or the diocesan school tax plan to secure support from those schools not operating directly under the diocesan office. The cooperative may be able to reduce its annual fee if some help comes from the diocese. The rental charge can also be reduced if the film library has sources of income besides the rental. In the case of the state universities there is often some subsidy to enable lower rates to be charged. In the case of the location of the library in the diocesan school office, or in a school or college building, subsidy may come indirectly by free use from the space and the utilities, by part-time use of labor hired primarily for other purposes.

Fund Raising by Interested Organizations

The raising of funds by organizations which want to promote the welfare of the schools is a good source not only because funds are secured but in addition interest is aroused. However, if the library can provide for its own self-sustaining operation by rentals or fees the money raised by organizations can be directed to the constant improvement of services including such things as more films and filmstrips, supplying services at reduced cost to poor schools and institutions (always a factor in Catholic operations), and perhaps, if practical, provide delivery service by truck. In the case of a film library serving a large territory with few schools the funds raised by the organization will help in bearing the extra costs in such service.

Probable Expenses Need Estimating

Any plan for financing a film library would have to be based on the probable income and the probable expenses. An outline of possible expenses is given below. This listing does not necessarily include all items.

1. Salaries
 - a) Director and librarian
 - b) Clerical help, also operational help
2. Operating expenses
 - a) Office administration
 - b) Publicity and catalogue expenses
 - c) Transportation costs for films and filmstrips
 - d) Maintenance of contents and equipment
 - e) Replacement of damaged parts of films
 - f) Charges for space, utilities
 - g) Insurance
3. Capital outlay
 - a) New films and filmstrips
 - b) Equipment for the library

In the 1946 survey conducted by the National Education Association the reports indicated that 38 per cent of the expenditures went to salaries, 29 per cent to equipment, 19 per cent to new materials, and the remaining 14 per cent to rentals and overhead. In cities with well-developed audio-visual departments about half the budget was for salaries. These figures are given as an illustration not as a program.

A valuable addition to your reference library...

THE NEW SVE CATHOLIC CATALOG



Distinguished educators and recognized authorities co-operated with the SVE editors to create, write and supervise the hundreds of Filmstrips and 2 x 2 Slide-sets in this Catalog, and 8½ x 11 inch, 28-page publication especially created to fit your needs. It also contains the newest SVE Equipment and Accessories.

ECCLESIASTICALLY APPROVED

Doctrinal filmstrips carry the Nihil Obstat and Imprimatur of appropriate authorities.

Annotations on the educational filmstrips were prepared under the direction of Sister Mary Esther, C.P.P.S., a supervisor for the Archdiocese of St. Louis, and an instructor in audio-visual methods at St. Louis University, and in co-operation with the classroom teachers and committees in the schools of the Archdiocese of St. Louis.

The 2 x 2 Slide-sets and individual slides listed were submitted to priests designated by the Office of the Archbishop of Chicago and were found to be unobjectionable in faith and morals.

This catalog is designed to provide quick location of materials by subject areas, by subjects and grade levels. SVE materials, long known for their technical superiority, will be found fully described, illustrated and conveniently grouped according to the following areas:

CHRISTIAN DOCTRINE

BIBLE HISTORY—NEW TESTAMENT
BIBLE HISTORY—OLD TESTAMENT
LITERATURE AND LANGUAGE ARTS
SOCIAL STUDIES • THE SCIENCES
MATHEMATICS • VOCATIONS

*Society For
Visual Education, Inc.*



Visit our booth, No. 46 at N. C. E. A. Convention,
Conrad Hilton Hotel, Chicago, April 19-22.

GET YOUR FREE PERSONAL COPY

SOCIETY FOR VISUAL EDUCATION, INC.
(A Business Corporation)
1345 Diversey Parkway, Chicago 14, Illinois

CE-4-54

Gentlemen:

Please send me a copy of your new SVE Catholic Catalog, without cost or obligation.

NAME _____

SCHOOL _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

New and Recent Books

Progressive Educators and the Catholic Church

By Very Rev. Joseph McGlade, S.S.C.—In this work the author "focuses his attention on many modern educators and their theories. He shows the emptiness of their philosophies, their cloudiness of thought, their inexact use of terminology, and, too frequently, their infidelity to the scientific method about which they make loud profession."—*The Brooklyn Tablet* \$3.25

The Philosophy of Jacques Maritain

By Charles A. Fecher—The first full-length study, in any language, of Maritain's thought. "Anyone interested in contemporary problems would certainly want to give Jacques Maritain a hearing, and those who do so through Mr. Fecher's able presentation will want to give the author credit for a job skillfully geared to his purpose: making available to the average intelligent reader the thoughts of an extraordinarily intelligent philosopher."—*The Baltimore Evening Sun* \$5.00

The Sun Her Mantle

By John Beevers—"A reverent, detailed, and objective account of the reported appearances of the Blessed Virgin on earth during the past century and a quarter and of the Church's official pronouncements regarding these reports . . . In his final chapter, the author discusses the vital importance of Mary's message to us and to our civilization."—*Catholic Telegraph Register* \$3.25

Why I Entered the Convent

Edited by Rev. George L. Kane—"Herein twenty nuns discuss the reasons that motivated them in entering the religious life . . . Some of them are converts. All tell their stories with interest and with the practicality that marks the one who has given herself to religion. This is a companion volume to the same editor's compilation, *Why I Became a Priest*."—*The Register* Paper \$1.00 Cloth \$2.50

A Spiritual Reader

Edited by Francis Edw. Nugent—"Into one volume the compiler has gathered excerpts from the books of the foremost spiritual writers of the last fifty years . . . *A Spiritual Reader* is a spiritual smorgasbord. It can provide sustenance for the moment, catering to almost any appetite. But even better, it can also stimulate one to go on to the more satisfying repast of reading any one of these top-flight writers in their entirety."—Rev. F. X. Canfield \$3.50

Ready Shortly

Pius X, The Life Story of the Beatus

By Rev. Hieronymo Dal-Gal—Based on first-hand information, this is the first complete and rigorously critical biography of the immortal Pontiff. Its clear and readable style makes it not only useful for a historical study of the great pontificate, but also practical from a devotional point of view. \$3.50

Forward With Christ

By Paul Manna, P.I.M.E., and Nicholas Maestrini, P.I.M.E.—Thoughts and reflections on vocations to the foreign missions presenting a vivid explanation of the missionary vocation, stressing the need for laborers in the field and pointing out the many difficulties which beset those who follow this special call. Paper \$1.00 Cloth \$2.75

The Seminary Rule

By Thomas Dubay, S.M.—A study of the seminary rule enabling seminarians to know, understand, appreciate, love and observe that set of norms which is aimed at transforming them into another Christ. \$2.50

The Legacy of Luther

By Ernst Walter Zeeden—In this important and scholarly work the author traces the many divergent trends in the development of Lutheranism right from their source. The Lutherans, both real and so-called, are allowed to speak for themselves, in all their astonishing variety of doctrine. Using many original Protestant sources he attempts to provide a realistic and authentic view on certain aspects of European thought and moods during three centuries of Lutheranism. \$4.00

Wherever good books are sold

THE NEWMAN PRESS

WESTMINSTER, MARYLAND

Films from Public Sources

In some cities the problem of establishing a film library is complicated by the fact that public agencies are giving service. In some cases this may be the public libraries, in others the public schools, or some form of state service. In general, the attitude certainly should be that advantage is to be taken of these services to the greatest extent possible.

However, deficiencies will probably be present in every case. Catholic films and filmstrips will not generally be available through any public source. Public libraries or state agencies will in fact seldom have filmstrips. In addition, due to local variations, it would be seldom that services would be available to all the schools in the diocese. Consideration would be given to organization of a supplementary film library to take care of the supplying of Catholic films, filmstrips, and, where finances permit, other films to the schools with no public services. Such a supplementary library could serve as a coordinating agency for all the Catholic schools in promoting the use of audio-visual aids. In addition such a supplementary film library would give an organizational framework to be expanded in case of the stoppage of public sources.

Conclusion

Leadership can produce results in the audio-visual field within the Catholic schools. This is shown by the developments already made. The establishment of a number of diocesan and collegiate film libraries to serve the Catholic schools shows that such libraries can be established with success even in the smaller dioceses.

Catholic schools of all types must cooperate to solve the problems especially that of finances. If all schools participate in a program for audio-visual education, the cost should be reduced. Every diocese or group of dioceses is a potential site for a film library.

A definite plan for integration of audio-visual aids into the courses of study is necessary if films and filmstrips are to serve their real purpose in the school. Plans for the development of interest among the teachers are necessary.

Filmstrips can open the way to the use of audio-visual aids. To the dioceses and schools with limited resources filmstrips may be the best way to inaugurate the use of audio-visual aids.

In the construction of new buildings, plans should include electrical outlets and darkening facilities so that audio-visual aids can be utilized.

In the future, effective production of films and filmstrips with a Catholic background will be carried out if leadership is provided and cooperation is secured. The Catholic colleges and universities have the opportunity to provide the leadership which should come from them as the highest part of Catholic education.

Investigation should be made of the amount of equipment and audio-visual aids now possessed by the Catholic schools of the United States. This survey could be done on a sample basis. Investigation of the actual use

made of audio-visual aids in the Catholic schools would obtain facts needed for a complete picture of the audio-visual situation among the Catholic schools. A study of the sources from which films and filmstrips are obtained together with the prices paid could provide a basis for unified effort to organize film library service as a means

of reducing expenses and making the program more effective.

Finally warning must be given that any plan must be complete and with definite sources of revenue. Otherwise poor service will be provided and the operation will be bankrupt.

Audio Visual News

The Immortal City

One of the finest films—both from an educational and an entertainment standpoint—to emerge from Hollywood in many a year will premiere in Los Angeles on April 17 at the Beverly and Vagabond theaters. Following that this unusual film, *The Immortal City*, will be distributed in theaters throughout the country. Tracing the fall of paganism and the beginning of the Christian influence, it may be called the story of man's flight from darkness.

It is authentic in every detail. In almost every instance, special permission was obtained from Vatican officials, and many of the scenes have never before been photographed. There are scenes depicting



• AT CHICAGO •
**WON'T YOU STOP IN TO
SEE US?**

**ALL-AMERICAN ASCORP,
N. Y. C.
BOOTH #210**

PLASTIC BOOK COVERS • WIRE
BOUND COMPOSITION BOOKS •
PENNANTS • BANNERS AND EM-
BLEMS • SWEAT & "T" SHIRTS
• SCHOOL HATS

FOLKWAYS RECORDS

World's leading producer of AUTHENTIC folk music on RECORDS including THE ETHNIC FOLKWAYS LIBRARY which contains an unusual selection of the music of over 150 cultures; recorded on location by native orchestras and vocal groups; each Long Play Record is accompanied by extensive notes by famous collectors and recognized authorities.

And the famous SONGS TO GROW ON series for children. ANTHOLOGY OF JAZZ and AMERICAN FOLK MUSIC, INTERNATIONAL SCIENCE AND LITERATURE SERIES.

Many of the issues are original recordings on HIGH FIDELITY—40-18,000 cycles. ALL FOLKWAYS RECORDS are guaranteed for quality of reproduction and content.

For complete catalogue write to:

Folkways Records & Service Corp.
117 W. 46th St., New York 36, N. Y.

the treasures of St. Peter's, the Pope's own chapel, with the Supreme Pontiff himself at the magnificent mother-of-pearl altar. The accompanying illustration is the *Entombment* by Caravaggio, one of his best works, the Sorrowful Mother having seldom been surpassed.

His Holiness Pope Pius XII is seen not only presiding over Holy Year ceremonies but also delivering a special address, in English, to all the peoples of the world, specially prepared for *The Immortal City*.

The background music is inspiring, being provided by the 3,000 Boys Choir, the Sistine Chapel Choir, the Capella Giulia Choir, and the Palatine Band.

The Immortal City was chosen as the "movie" to be shown to 1200 nuns in the

San Francisco area by the Propagation of the Faith on December 26, 1953. One Sister is reported to have summed up her reaction thus: "I hardly hoped to make a trip to Rome in a single afternoon."

A critical review of this film from the educator's point of view by Sister M. Michael, I.H.M., Ph.D., Dean of the School of Education, Immaculate Heart College, Los Angeles, will be published in the May issue of THE CATHOLIC EDUCATOR.

Enrichment Records for U. S. History

With the very aptly named *Enrichment Records* the grade teacher has at her

—FRANCO-AMERICAN— Audio-Visual Distribution Center

(A NON-PROFIT SOCIETY)

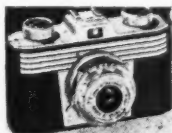
JOIN NOW

French and English sound films
5000 recent color lantern slides
Bulletin board exhibits
Filmstrips

Monthly programs by subscription
Individual loan or sale, if preferred

CATALOGUES SENT ON REQUEST

Office: 972 Fifth Ave.
New York 21, N. Y.



SAVE on PHOTO SUPPLIES

BRAND NEW Still & Movie Cameras, Projectors, Film, Lenses, Editing Equipment, Sound Projectors, Stereo Equipment at . . .

Amazingly Low Prices

Send for Quotations

Also largest selection of HOME MOVIES at unheard of low prices. Write now for lists.

IMPERIAL ENTERPRISE, INC.
34 Park Row, Dept. E, New York 38, N. Y.

RAW GOURDS

FOR
RHYTHM INSTRUMENTS
AND
CLASSROOM PROJECTS

5¢ to 50¢

GOURD MANUAL \$1.50
OVER 100 WORKING ILLUSTRATIONS

PEARSON'S GOURD FARM

P. O. Box 310, 1409 No. Merced Ave.
EL MONTE, CALIFORNIA
SEND FOR OUR CIRCULAR



disposal a means of making vivid in the pupils' minds important events in the history of our country. Based on the "Landmark Books" series published by Random House, these records now are available in twelve titles. The four latest additions are *The Explorations of Père Marquette, Lewis and Clark Expedition, The Monitor and the Merrimac*, and *Lee and Grant at Appomattox*.

These records re-create the authentic voices, sounds, and music of important historic events. You will note the particularly Catholic atmosphere in *Voyages of Christopher Columbus*, the selected music playing no small part. These records are helpful particularly in the upper elementary and junior high school classes.

When ordered in long play records

(33 1/3 rpm), one side completes a title; the 78 rpm record requires two sides to complete the story. Unless you must use the 78 rpm type of record, try yourself out on this type first and see whether you do not become so rapt in the dramatization as to resent the interruption required for turning the record over, right in the middle. On long play record, the story is heard uninterrupted from start to finish.

Teachers will like the guide that is supplied with each title. Called *Leads to Listening*, by Dr. Helen McCracken Carpenter, chairman of History and Government, State Teachers College, Trenton, N. J., it gives background material on the historical event dramatized and also information about the authentic musical interludes. It contains, besides, specific sug-

gestions for using the records in the classroom arranged in the following categories: "Quick Questions," "Thinking Questions," "Things to Find Out About," and "Things to Do."

Teaching is a Joy is a new brochure, free on request from Enrightment Records, 246 Fifth Ave., New York 1, N. Y., which gives an annotated list of the twelve available records and full information about this project. (\$30)

New YAF Films

Among the new classroom films (all 16mm, sound) released in February by Young America Films are these titles:

Chalkboard Utilization (1 1/2 reels), a film for teacher groups, designed to help teachers make more effective use of the chalkboard. Created by Dr. Walter A. Wittich.

The Show-off (1 reel), the new addition to the Discussion Problems series. For secondary school guidance.

Group Discussion (1 reel), a new title in the Speech series, demonstrating the various techniques of leading effective group discussion.

The Griper (1 reel), the latest addition to popular Discussion Problems series. For secondary school guidance.

Prints of these films are available for purchase or rent. For further information, address Young America Films, Inc., 18 East 41st Street, New York 17. (\$31)

Announcing the Paper-backed Edition . . .

STRETCHING THE FAMILY INCOME

By Robert and Helen Cissell

- Received higher: praise in articles, columns, and book reviews in the Catholic press: National Edition of The Register (Editorial) . . . Our Sunday Visitor . . . Messenger of the Sacred Heart . . . America . . . Information . . . The Rosary . . . Lodestar (column by W. B. Faherty, S.J.) . . . The Catholic Home Journal . . . Catholic Business Review . . . Integrity . . . THE CATHOLIC EDUCATOR . . . Home Messenger . . . and many other Catholic publications
- Hailed in Associated Press and United Press releases, and by King Features . . . Favorably received by individual secular dailies and weeklies.
- CBS-TV, Dumont TV, ABC Radio, and Mutual Radio interviewed author Robert Cissell on the appearance of this book.

This inexpensive paper-backed edition is published in response to requests by priests, nuns, and Brothers for use by Catholic high school and college students, pre-Cana groups, Christian Family Living groups, members of parish lay organizations and the like.

Take advantage of this special offer:

Single copies	(paper-backed edition) at 98¢
12 or more copies	(paper-backed edition) at 90¢
25 or more copies	(paper-backed edition) at 78¢
100 or more copies	(paper-backed edition) at 65¢

Cloth-bound edition: \$3.00 (less customary 20% school discount)

JOSEPH F. WAGNER, Inc., . Publishers . 53 Park Place, New York 7, N. Y.

Be Sure to Visit Us
THE CATHOLIC EDUCATOR

NCEA Convention

Booth 221

Witness

An Audio-Visual

Innovation

For Studying France and the French Language

An unusual collection of audio-visual, visual and audio materials is on loan from the Franco-American Audio-Visual Distribution Center, Inc., 972 Fifth Ave., New York 21, N. Y.

It will interest not only teachers of the French language but all teachers who have units on France to teach, whether from the point of view of history, geography, current events, music, literature, science, crafts, art or architecture, etc.

These various aids for the teacher are to be found listed in a "Catalog of Lending Collection" which is organized by subject matter as well as under the class of aids: films, slides, exhibits, phonograph records, and filmstrips.

A goodly number of these aids will have particular appeal to Catholic educators for the reason of the subject content.

Some of the films have the sound in French, others in English, some permit a choice of either language.

The reaction of teachers to *Mont St. Michel*, a film history of Mont St. Michel with running time of 30 minutes, is that pupils are enthusiastic, particularly as the French commentary is spoken slowly.

Among filmstrips you will find *France—A Unit in European Geography* which

shows in color the geography of France as representative of European geography. There are captions on the filmstrip, and it is accompanied by a printed text. It serves for elementary and junior high school classes. (S32)

1954 Catholic Film Directory

Its 1954 Catholic Film Directory has just been announced by the Catholic Film Center, Yonkers, N. Y.

This new directory contains many new films not previously available. Among listings will be found *Loyola*, *The Soldier Saint*; *Jesus, I Trust in Thee*; The Christopher films; a color film on the Miracle of Our Lady of Fatima; and three new color films based on the life of Jesus Christ.

A copy will be mailed free (except for 10¢ to cover mailing) to any school or church. A plastic-bound edition sells for one dollar.

It is bound in convenient 5½ x 8½ loose leaf binder with binders supplied. Subsequent editions will be mailed to all who apply for this directory, without need for further request. The address is Catholic Film Center, 29 Salem Place, Yonkers 3, N. Y. (S33)

Marian Year Contest

A Marian Year Contest is being conducted by the Marist Brothers which is open to all students of elementary and high schools. The contest closes on May 15, 1954.

The contest consists in identifying twenty quotations or pronouncements by the Blessed Virgin. The contestant must say *when*, *where*, and *to whom* the quotations were spoken by our Lady.

The prizes are three: First prize is ten dollars and a copy of *A Marian Anthology*; Second prize is five dollars and the anthology; Third prize is a copy of the anthology.

Address requests for the contest form which has the twenty quotations to: Our Lady's Library, Marian College, Poughkeepsie, N. Y.

Contributors to this Issue

(Continued from page 408)

Sister Leo Gonzaga, S.C.L., M.A.

Sister Leo Gonzaga, at the time of writing this article was actively engaged in CCD work, supervising the archdiocesan course in Religion by Correspondence for some 500 high school boys and girls annually. She has also headed the English department, for ten years, at St. Mary College, Xavier, Kansas. Her teaching career was abruptly interrupted in 1953 when she was appointed to operate the K.C.K. Home for the Aging. She plans to attend the six day institute on meeting problems of the aging at St. Louis University this June.

Sister M. Sarah, O.S.F.

Sister teaches commercial subjects in her school, having also taught the primary grades. She has a B.S. degree from Nazareth College, Rochester, N. Y., and is pursuing graduate studies toward an M.A. in business education at Catholic University of America. She has contributed to the *Catholic School Journal*, *Catholic Business Education Review*, and *The Balance Sheet*.

St. Mary Missal

America's Most Popular
St. Mary My Everyday Missal and Heritage

- For Sundays and Everyday
- The Mass Complete
- Wealth of Prayers and Devotions
- Confraternity, Gospels
- Church History of 48 States
- 1382 Pages
- Pocket Size 4 x 6 1/2"

\$4.00 Cloth \$7.50 Gold Edge
\$8.75 Leather

At your bookstore or
BENZIGER BROTHERS, INC.
6-8 Barclay Street, New York 8, N. Y.
Boston 10 • Chicago 8 • Cincinnati 1 • San Francisco 2

ALWAYS TIMELY!

For YOU...Teacher

GRUMBACHER

Finest
**OIL COLOR
FOR ARTISTS**

For Your Students

GRUMBACHER

**WATER COLOR
SET 24-8...\$1.00
at all art stores**

M. GRUMBACHER
479 WEST 33rd ST., NEW YORK 1, N.Y.

TEACHING FILM CUSTODIANS, INC.

A Non-Profit Service
Organization of
Educators

Announces the publication
of
**ENGLISH LANGUAGE ARTS —
FILMS FOR CLASSROOM USE**
and
**HISTORY AND SOCIAL STUDIES —
FILMS FOR CLASSROOM USE**

Compiled and annotated in cooperation
with committees representing
the National Council of Teachers of
English
and the
National Council for the Social
Studies

Available to teachers
without charge on request

Address:
**TEACHING FILM
CUSTODIANS, INC.**
25 West 43rd St., New York City 36

Third CAVE Convention

of the
CATHOLIC AUDIO-VISUAL EDUCATORS ASSOCIATION

Hotel Conrad-Hilton, Chicago, Illinois
August 2-4, 1954



REV. LEO J. MCCORMICK, Ph.D.

REVEREND DR. LEO J. MCCORMICK SHAPES PROGRAM TO MEET EXPRESSED NEEDS

- **Program Satisfies Needs**

Constructive suggestions made by delegates at the 2nd annual national CAVE convention in 1953 eased the task of the 1954 program chairman, Rev. Leo J. McCormick, Ph.D. He has readied a varied program that retains the features found most useful last year and has added new ones that were asked for.

- **Classroom Demonstrations**

These cover many subjects and at different grade levels. The hit of last year's program promises to be equalled this year.

- **Equipment Demonstrations**

You asked for this. Just the chance you have wanted . . . to see the simplicity of operation of all types, as well as the opportunity of a personal tryout under skilled supervision.

- **Panel Discussions**

The subject variety assures you that your special interests are represented. Some have been planned to have across the board general interest to the Catholic educator.

- **Exhibits**

The golden opportunity to comparison-shop, to see the new, or to find what you have long sought . . . all under one roof. To inspect only a fraction of what will be on display at the CAVE convention would require months of week-ends, provided that your area had the shops and that you could spare the time.

Details Follow in the May Issue of The Catholic Educator

EEDS

1, 195

XUM